

**IMPROVING STUDENTS' READING COMPREHENSION THROUGH
PQRST TECHNIQUE AT GRADE XI OF SMA PIRI 1 YOGYAKARTA IN
THE ACADEMIC YEAR OF 2012/2013**

A Thesis

**Presented as Partial Fulfilment of Requirements for the Attainment of the
Sarjana Pendidikan Degree in English Language Education**



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2013

APPROVAL

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A Thesis



By:

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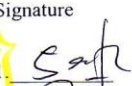



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RATIFICATION

IMPROVING STUDENTS' READING COMPREHENSION THROUGH PQRST TECHNIQUE AT GRADE XI OF SMA PIRI 1 YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/2013

Accepted by the board of examiners of the Faculty of Languages and Arts of State University of Yogyakarta on October 24th, 2013 and declared to have fulfilled the requirements for the attainment of the *Sarjana Pendidikan* degree
in English Language Education

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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 24 Oktober 2013

Yang menyatakan,



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MOTTOS

“Tenanglah semua akan baik-baik saja... ALLAH selalu bersama kita”

(Alfin Ary Fuadji)

”Mari tersenyum”

(Aprida Nur Riya Susanti)

”Badai pasti berlalu,

Skripsi pasti selesai,

Jodoh pasti bertemu,

Dan pasti cakep 🍷”

(Apri, Silpi, Ica, Windi, Iqlim)

DEDICATIONS

This thesis is specially dedicated to:

Bismillahhirrahmannirahim... untuk yang memiliki hampir seluruh do'aku:

- *Bapak Sauji*

- *Mamak Sutini and Siti Jariyah*

- *Adek, Alfin Ary Fuadji*

Bapak...terima kasih, sudah menjadi imam terbaik untukku
Dan di masa-masa sedih dan bahagiaku
Juga sedih dan bahagiamu,
Seberapapun jauh aku pergi
Aku tetap disampingmu
Mendengarmu bicara dan memakna cerita

Mamak...terima kasih. Bagaimanapun, Mamak adalah ibu terbaik yang dikirim
Allah untukku dan Adek
Yakinlah aku tetap duduk di dekatmu
Duduk diam mendengar apa yang dilakukan *Bapak* dan *Adek* di rumah
Dan di masa-masa diammu, aku tahu lelahmu
Semoga sabar dan kuat senantiasa tak jauh darimu

Adekku yang semaunya sendiri... terima kasih sudah ada dalam hidupku
Di masa-masa hidupku, Adek adalah hadiah terbaik dari Allah untukku
Mbak Da rindu sekali bertengkar dan jalan-jalan denganmu
Juga menemanimu nonton bola dan mencari mimpi
Kau tahu kan betapa aku menyayangimu ? 🙏

"May Allah always keep your *iman* strong, your heart calm, and your face smiling"

ACKNOWLEDGEMENTS

All praise be to Allah the Almighty, the most Merciful and Beneficient, who has given me remarkable blessing and strength so that I could finish this thesis. In this opportunity, I would also like to thank all of those who have given support, guidance, and assistance without which I would never finish my study.

First of all, I would like to extend my sincerest gratitude to my consultant, *Bapak* Dr. Agus Widyanoro, M.Pd for the precious time, advice, guidance, encouragement, and trust given to me during the process of writing this thesis. My deepest appreciation also goes to all lecturers of English Education Department from whom I have learnt valuable knowledge, lessons and experiences.

My greatest gratitude also goes to Prof. Dr. Zamzani (Dean of Faculty of Languages and Arts), Samsul Maarif, M.A. (Head of English Education Department), Basikin, M.Phil. (my academic consultant), and all lecturers in the English Education Department.

In this special occasion, I would like to express my sincerest gratitude to my beloved *Bapak* and *Mamak* who have for so long encouraged me patiently and also to my brother, *Adek*, for his support. I am proud of being a part of this family.

My thank is also addressed to my beloved friends: Silvi Salsabil, Raizsa An-Nur, Iqlima Mahmudah, Windy Harsiwi, Winahyu Nurmastuti, Ratna A D P, Citra Putri W, Yuni Putri Utami and Astuti Dian Lestari who always support me to finish this thesis. A million thanks are also devoted to Renita, Satryo, *Mbak* Tyo, Saila, Galis, Dwi, Aji and all my beloved friends of Forbidden (PBI 2009 Class D). I also thank those whom I cannot mention one by one for the support and prayer for me in accomplishing this thesis.

Furthermore, my loving thanks go to my great friends in *Rumah Cinta* Al-Huda; Wahyu Apriyani, Jeni Perli Dah and Olvy Yunfatika who always support me with their encouragement, help, care, affection, and prayer in my ups and downs.

Last but not least, I really thank to *Mbak Anis, Mbak Aul, Mbak Nisa, Mbak Dian, Dek Iis, Dek Ninik, Dek Nunu, Dek Hilma, Dek Diya, Dek Umi, Dek Dena, Dek Izzah, Dek Fika, Dek Puthy, Dek Fitri* and all of my friends in El-Qowi boarding house for their care, understanding and help during my study in Yogyakarta State University.

Finally, I realize that my thesis is far from being perfect. Therefore, I would be glad to get any comments, feedbacks, and suggestions for the betterment of this thesis. Hopefully, this thesis will give some beneficial contributions to the readers.

Yogyakarta, 24 Oktober 2013

Yang menyatakan,



Aprida Nur Riya Susanti
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Abstract

The objective of this research is to improve students' reading comprehension in the teaching and learning process at the 11st grade students of SMA PIRI 1 Yogyakarta through PQRST technique.

This study is an action research. The data were qualitative and quantitative in nature. The qualitative data were obtained through observations and interviews with the students and the collaborators. The data were in the forms of field notes and interview transcripts. Meanwhile, the quantitative data were obtained from the pre-test and the post-test. In addition, this research applied the investigator triangulation, the theoretical triangulation and the time triangulation.

The actions implemented in this research were discussing new vocabulary items and guessing the content of the text, using classroom English, applying the reading technique, selecting daily context for the topics, conducting a game, and applying group/pair/individual work. The results of the research show the increase of the students' motivation, classroom interaction, and students' enthusiastic in the learning reading process. They also could get involved actively in the reading learning process. The students could interact well with other students, the teacher and the materials during the teaching and learning process of reading. The findings are also supported by the quantitative data. The mean score of the students' reading comprehension test improved from 36.89 in the pre-test to 44.23 in the post-test. It means that there was an increase of the students' reading comprehension ability by 07.34. In conclusion, the use of PQRST technique with its accompanying actions was effective to improve the teaching and learning process of reading comprehension.

CHAPTER I INTRODUCTION

A. Background of Study

English is a universal language and it is used by most of the countries in the world. English is one of the compulsory subjects in Senior High School. Today, international trade, education, politic and other business usually use English as the communicative language. In Indonesia, English has been introduced from kindergarten up to the university level so that Indonesian students will have a good command of English. Later on, they will be ready to compete in the global era.

English is supported by four major skills that should be mastered. They are listening, speaking, reading, and writing. Reading and listening belong to receptive skills. On the other hand, speaking and writing belong to productive skills.

According to Rivers (1981:259), reading is the most important activity in any language class not only as a source of information and entertainment but also as the means of consolidating and extending one's knowledge of the language. It means that reading is not only the activity to get information and entertain but also to give and improve competence and performance of English language.

Reading is crucial and important for the students because the success of their study depends on their ability to read. Most of the materials given by the English teacher are presented in the written form, for example in form of handbooks or

modules. It means that to understand the materials, the students must have the ability to comprehend the text. For this reason, the reading comprehension skill is needed.

As one of the receptive skills, reading comprehension is very important for students to get much information from a text. Reading comprehension is one of the important skills in mastering English. In national final exam, reading comprehension is one of the skills tested. This indicates that reading comprehension has to be taught well.

In order to be successful in teaching reading, the teacher needs to consider some factors which are possible to affect the reading learning process. The factors are classified into internal and external factors. First, the internal factor is related to word recognizing and comprehension. Second, the external factor is related to some components that are crucial to support the reading learning process such as the motivation to learn, the facility to learn and the class interaction.

In fact, not all teachers are aware of those factors. There are still many problems found in the reading teaching and learning process at senior high schools, for example, the problem of students' motivation. Students are less motivated to be active learners in a reading class. The other common problem of reading is related to the facility in the reading class. Teachers usually used one learning source such as handbook or *LKS*.

The same condition as stated above also happened in SMA PIRI 1 Yogyakarta. Therefore, the researcher had an observation and interview that were

conducted in pre-research with the English teacher in SMA PIRI 1 Yogyakarta and students of class XI. Most of the students have difficulty in the reading learning process, for example, students' problem in comprehending an English text.

Therefore, the objective of this study is improve the students' reading comprehension at grade XI IPS of SMA PIRI 1 Yogyakarta through PQRS technique. PQRS technique is one example of the reading technique which is the abbreviation of Preview, Question, Read, State, and Test. According to the concept, this technique is proposed as the treatment to improve the students' reading comprehension since it has a well-organized stage. The technique can create an enjoyable learning condition by helping the students to activate their background knowledge before reading and evaluating their comprehension after reading. PQRS technique can also be easily implemented in the classroom. By creating enjoyable learning condition it is expected that the previous problems can be solved and the teaching-learning process can run effectively.

B. Identification of the Problem

As stated before, reading English is not an easy work for many students. The common problem in reading is how to comprehend an English text. Although English has been introduced from kindergarten until university, the fact is students still have some problems related to the English teaching and learning process of reading. The problems occurred can be identified as follows:

The first problem is related to students' motivation. The students' motivation at grade XI IPS of SMA PIRI 1 Yogyakarta was low. It can be seen from the students who were mostly passive in the reading activity. They were busy with their own selves. Most of them were joking with their friends and some others were playing a mobile phone. From the interview, it is found that the students have some problems in comprehending the reading text. Those made the students just passive learners in the reading class. Besides, the students at grade XI IPS of SMA PIRI 1 Yogyakarta were more interested in the art subject such as music and theatre than English subject.

The second problem is related to the reading facility. It is indicated by the limited reading source. The reading class used one handbook or LKS as the reading source. This condition made the students lazy to read and unmotivated to get involved in the reading teaching and learning process. Besides, from the interview, it is found that there is no dictionary in English class. Because of that, the students directly got a meaning of unfamiliar word from the teacher. On the other hand, the English laboratory also is not used as the reading facility because of the uncomfortable condition.

The third problem is related to the class interaction. From the observation, the researcher found that there was a lack of communication among the students to discuss the materials or the tasks during the teaching and learning process. The teacher seemed very dominant in the classroom. The communication only happened from the teacher to the students. Besides, from the interview, it is found that the low

interaction in reading activity made the students get a lack of opportunity to ask or share their difficulties in comprehending the text.

C. The Limitation of the Problem

The researcher and the collaborator agreed that a reading technique, called PQRST technique, has a great contribution to improve the students' reading comprehension. Therefore, the problem of this study was limited to improve the students' reading comprehension through PQRST technique at grade XI IPS of SMA PIRI 1 Yogyakarta in the academic year of 2012/2013.

D. The Formulation of the Problem

Based on the background, identification and limitation of the problem mentioned above, the problem of this research is formulated as follows.

“How to improve reading comprehension in the teaching and learning process at grade XI IPS of SMA PIRI 1 Yogyakarta in the academic year of 2012/2013 through PQRST technique?”

E. The Objective of the Research

The objective of this research is to describe ways of improving the teaching and learning process of reading comprehension at class XI IPS of SMA PIRI 1 Yogyakarta in the academic year of 2012/2013 through PQRST technique.

F. The Significance of the Research

The findings of this study are expected to be useful for:

1. English teachers, especially English teachers of SMA PIRI 1 Yogyakarta

Hopefully, this study will motivate the English teachers to improve reading comprehension through PQRSST technique.

2. English Language Education Department Students

It is expected that this study will give an inspiration to other English Education Department students in conducting other studies related to the problems and improving students' reading comprehension on senior high schools.

CHAPTER II

LITERATURE REVIEW

This chapter presents a review of theories concerning the research topics and conceptual framework underlying the study. This is presented in five headings: the nature of reading, teaching reading, teaching reading comprehension, PQRST technique, teaching reading comprehension using PQRST technique and conceptual framework.

A. The Nature of Reading

1. Definition of Reading

There are many definitions of reading. Spratt, Pulverness and Williams (2003:21) say that, in very simple, reading involves making sense of texts. According to Heilman, Blair, Rupley (1981:3), reading is interacting with language that has been coded into print. The product of interacting with printed language should be comprehension.

Talking about reading, Brewster, Ellis and Girard (2002: 113) state that students are often introduced to and learn new vocabulary or grammar through reading short texts in the form of dialogues, descriptions, instructions or short stories, often lavishly illustrated to support the students' understanding. They may learn how to learn through that reading. Much of the

advice given in the section on teaching listening also applies in the teaching reading.

In summary, reading is an activity of receiving information through some stages of the thinking process such as decoding, interpreting and understanding written texts in order to achieve a certain purpose. Because it is the process of receiving information, reading is considered as a receptive skill. The receptive skill in reading is an active and ongoing process that is affected directly by individual's interaction with the text. The end result of reading is comprehension of what has been read.

2. Reading comprehension

There are many English written materials in the English class. In Indonesia, the government has published some textbooks for each grade. The government also prepares Electronic School Book or BSE (*Buku Sekolah Elektronik*). Everyone can download them from *Pusat Perbukuan* Sites of the Ministry of Education and Culture. Although there are many supporting aspects in English teaching and learning related to reading, the problem is still about the reading itself. The problem is how to comprehend the English text.

Heilman, Blair, Rupley (1981:242) stated that reading comprehension is a process of making sense of written ideas through meaningful interpretation

and interaction with language. Reading comprehension is best viewed as a multifaceted process affected by several thinking and language abilities.

According to Mikulecky, Beatrice, Jeffries, and Linda (2007:74), comprehending what students' read is more than just recognizing and understanding words. True comprehension means making sense of what the student read and connecting the ideas in the text to what the students already know. It also means remembering what the students have been read. In other words, comprehending means thinking while the reading process by the students.

According to Harris and Graham (2007:8), reading comprehension involves much more than readers' responses to the text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

3. Reading Skill

Reading is a receptive skill as stated before. As the receptive skill, reading seems to be a passive activity such as the teachers will explain the materials and the students will only listen to their explanation. Actually, it does not mean that the readers are passive in teaching and learning reading

activity. Reading involves a complex process. According to Spratt, Pulverness and Wiliams (2005: 22), when people read, there are some activities involved in the brain such as understanding the text at the level of letters, words and sentences, understanding cohesion and coherence, understanding various kinds of text, relating the text to the knowledge of the world, making sense of the text and using an appropriate sub skill. From this explanation, it is clear that reading is an active activity rather than a passive activity.

In teaching reading, the teacher also helps students to learn components of reading comprehension based on micro-skills and macro-skills of reading comprehension. Brown (2004:187) proposes fourteen micro-skills and macro-skills of reading. These skills are required to become an effective reader. The micro-skills that are suggested by Brown include seven items which are presented as follows:

- 1) Discriminate among the distinctive graphemes and orthographic patterns of English.
- 2) Retain chunks of language of different lengths in short-term memory.
- 3) Process writing at an efficient rate of speed to suit the purpose.
- 4) Recognize a core of words, and interpret word order patterns and their significance.
- 5) Recognize grammatical word classes (noun, verb), systems (e.g. tense, agreement, pluralization), patterns, rules, and elliptical forms.
- 6) Recognize that a particular meaning may be expressed in different grammatical forms.
- 7) Recognize cohesive devices in the written discourse and their role in signaling the relationship between and among clauses.

To achieve good understanding in reading, a good reader needs to master not only micro-skills, but also macro-skills. Brown (2004:187) also

proposes seven items of macro-skills of reading comprehension which are presented as follows:

- 1) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- 2) Recognize the communicative functions of written texts, according to form and purpose.
- 3) Infer context that is not explicit by using background knowledge.
- 4) From described events, ideas, infer links and connections between events, deduce causes and effects, and detect such relation as main ideas, supporting ideas, new information, given information, generalization, and exemplification.
- 5) Distinguish between literal and implied meanings.
- 6) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- 7) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

(Brown, 2004: 187-188)

The two skills are important to be taught to the students in the teaching and learning process. The teacher should introduce those skills to the students to gain their complete understanding in reading.

4. Reading Process

According to Alderson (2000: 16), there are two common models of the reading process. They are bottom-up approach and top-down approach.

Bottom-up approach begins when the readers start by knowing the letters or symbols, then recognizing the sound, interpreting the words, and the last is cracking the meaning of the words.

On the other hand, top-down approach requires readers' knowledge contribution in the process of receiving the incoming information from the text. By using top-down approach, the readers can comprehend the text through guessing or predicting or maximizing the use of their existing knowledge.

Besides, Richards and Schmidt (2002:262) also propose a model of the reading process. It is called interactive reading or interactive processing approach. It is a model of reading comprehension conducted through both bottom-up and top-down models. Based on this reading model, the readers get good understanding through identifying words meaning or sentences accurately and relating the text with the readers' experiences or background knowledge.

5. Types of reading

According to Brown (2004:189), there are several types of reading. They are:

1. Perceptive

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

2. Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, and multiple-choice. Stimuli include sentences, brief paragraphs, and simple charts and graphs. Brief responses are intended as well. A combination of bottom-up and top-down processing may be used.

3. Interactive

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must interact with the text. That is, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, and recipes. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Top-down processing is typical of such

tasks, although some instances of bottom-up performance may be necessary.

4. Extensive

Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books.

6. Factors Influencing Reading

Reading is a complex activity. It is influenced by some factors. Based on Alderson (2000:32), there are two main constellations of variables that influence reading. They were reader variables and text variables.

1. Reader variables

Alderson (2000:32) states that research has looked at the way readers themselves affect the reading process and product. The reader variables including several points.

a. Knowledge

When readers read a text, they integrate the new information from the text into their pre-existing schemata. Schemata are seen as interlocking mental structures representing reader's knowledge. The knowledge are included readers' abilities. These abilities are not

only about to learn new knowledge, but also abilities to process information.

b. Motivation

Motivation is an important role in the teaching and learning process. Alderson (2000:53) says that readers who have lack of motivation to read or to spend time improving their ability to read was one of the reason of poor readers. Of course, the problem is how to improve readers' motivation to train the students to be the good readers, not poor readers.

c. Reason

Reasons are closely related to the motivation. The reader's motivation to read is always influenced by the reasons why the readers read a certain part of a text. For example, if the readers want to get understanding of a general idea, they will pay less attention to the details of the text. It means the readers only have motivation or interest to know the general idea and ignore the details of the text.

d. Strategies

The strategies that readers use when processing the text attempts to establish what skills are required by good readers in order to process the text efficiently.

Another reader variables also include the stable characteristics of readers, like sex, age and personality, and physical characteristics, like eye movements, speed of word recognition, and automaticity of processing.

2. Text variables

Alderson (2000:61) states that the other variable of the reader-text interaction is the text itself. Many aspects of the text might facilitate or make difficulties the reading process. Those factors range from aspects of the text topic and content, text types or genres, text organization, sentences structure, layout, the relationship between verbal and non-verbal text and the medium in which the text is presented.

B. Teaching reading

a. The principles of teaching reading

Nation (2009: 6-8) proposes four principles of the teaching reading. They are meaning-focused input, meaning-focused output, language-focused learning and fluency development.

The first principle is meaning-focused input. This principle requires the teachers to establish practice with a range of reading purposes. They may learn about reading for understanding information, reading for getting new knowledge, reading for pleasure, reading for academic goals, or reading for writing.

The second principle is meaning-focused output. It means that a reading course should be established integratively with other language skills such as listening, speaking and writing. As stated before in Chapter 1, English has four skills that should be mastered. One skill is influenced by the other three skills. Hence, the teaching and learning of reading should integrate with listening, speaking and writing skills. Usually, the role of teaching English begins with reading skill then following by writing skill and listening skill then following by speaking skill.

The third principle is language-focused learning. It means that a reading course should be able to help the students to develop their reading skills as well as knowledge for effective reading.

The last principle is fluency development. There are three main points in this principle. First, the teaching process of reading should help and push the learners to develop fluency in reading. There should also be speed reading practice in words-recognition and in teaching for understanding the teacher should give the familiar topic of the materials and contains no unknown

language features. Second, the learners should enjoy reading and feel motivated to read. They should have access to interesting texts and be involved in activities like listening to stories, independent reading, and shared reading. Third, the learners should read a lot. Reading a lot made the learners experienced in many kinds of English texts.

b. Reading Strategy

To be able to read texts, students should have their strategies. The process of reading is not a merely instant process that occurs without any strategy and sequence. Students can use strategies as Brown (2001:306-310) proposed:

- 1) Identifying the purpose of reading
- 2) Using graphonic rules and patterns to aid in bottom up decoding
- 3) Using efficient silent reading techniques for relatively rapid comprehension
- 4) Skimming
- 5) Scanning
- 6) Guessing when the reader is not understand
- 7) Analyzing vocabulary
- 8) Distinguishing between literal implied meaning
- 9) Capitalizing on discourse markers to process relationship

Brown (2001:306-310)

According to Manzo et al (2004:294), in views of reading, three essential systems must work together smoothly and virtually flawlessly (and interactively) for effective comprehension to occur in both independent level and instructional level reading. They are:

1. Skills

The first category includes factors which must be present to the level of subconscious application or automaticity:

- a. Rapid and fluent identification of 95-99 percent of the words, and effective rapid decoding of the remaining words
- b. Immediate recognition of vocabulary meanings and contextual connotations
- c. Familiarity with the sentence and paragraph structures, and use of punctuation as a means of chunking flowing thoughts into manageable units

Manzo et al (2004:294)

2. Strategies

Comprehension also requires selection and use, as needed, of multiple strategies for reconstructing the author's meaning, and constructing personal connections with and responses to the author's meaning, including:

- a. Begin with an organizing question on purpose to guide comprehension
- b. Generate personal motivation to read for understanding
- c. Make continuous personal connections to background knowledge and experience – which requires knowledge and experience in a vast number of domains and topics
- d. Maintain a metacognitive sense of one's progressive grasp the material

- e. Use fix-up strategies as needed to support understanding, such as: stop and reread, self-question, read ahead a bit, translate, summarize, categorize, or seek clarification through questions and sharing thoughts with others
- f. Infer and reasonably justify (verify) such small inferential leaps as are necessary for understanding the text
- g. Interpret and justify (verify) such larger conjectural leaps as are necessary for understanding the realities reflected in the text
- h. Critically counter-reason with the author's "print" voice
- i. Leave the road that print conveys to a potentially more creative insight
- j. Identify the patterns of ideas and facts as a part of some subject domains, and be able to answer questions raised by that domain; in other words, accumulate conventional knowledge for durable periods of time, otherwise known as study-type reading

Manzo et al (2004:294

3. Attitudes

Finally, comprehension is supported and propelled by certain personal cognitive sets or habit or mind. These include:

- a. Open-mindedness, so as not to misinterpret the author's intended message
- b. An impelling sense of inquiry that sustains interest, reading, and learning beyond classroom requirements
- c. A tendency to intentional listening, our main source of receptive communication and knowledge growth.

Manzo et al (2004:294

C. Teaching Reading in Senior High Schools

a. Aims and Objectives

In the time of writing this research, Indonesian schools implemented *Kurikulum Tingkat Satuan Pendidikan* (KTSP). This curriculum was implemented in the beginning of 2006. This curriculum is used as the guidance for teaching and learning in all the education institutions. It is believed as the one more effective curriculum than the previous curriculum.

Based on School-based curriculum (KTSP), the aim of teaching English is to achieve students' communicative competence. The students are expected to master five competencies. They are *linguistic competence* (vocabulary, grammar, punctuation and intonation), *socio-cultural competence* (how to communicate such as politeness, formal or informal, etc.), *discourse competence* (context), *strategic competence* (how to overcome the problems in communication) and *actional competence* (listening, speaking, reading and writing). Indonesian students have to achieve those four actional competence, and one of them is the reading skill. Based on BSNP (2006:307), the aims of the teaching and learning process of reading in senior high schools are to understand short functional written texts in daily life to access information and knowledge.

b. The Student's Characteristic

Harmer (2001:37) says that the age of our students is the major factor in our decisions about how and what to teach. People in different age have different needs, competences, and cognitive skills. According to Brown (2000:91), young adults, “teens”, and high school-age children were in ages range between twelve and eighteen. The “terrible teens” are an age of transition, confusion, self-consciousness, growing, and changing bodies and minds.

According to Ur in Harmer (2001:38), teenage students are in fact overall the best language learners (Ur 1996:286). It is widely accepted that one the key issues in adolescence, especially perhaps in the west, is the search for individual identity, and that this search provides the key challenge for this age group. Identity has to be forged among classmates and friends; peer approval may be considerably more important for the student than the attention of the teacher, for younger children, is so crucial. This situation may cause the students disruptive in class and the boredom they feel.

c. The Teacher Roles

Teacher is someone whose job is to teach in a school or college and teaching means to give someone knowledge or to train someone; to instruct. Harmer (2001:57-62) say that there are several roles of teacher in the teaching and learning process. The description is in the following.

1) Controller

When teachers act as controller they are in charge of the class and of the activity taking place in a way that is substantially different from a situation where students are working on their own in groups. Controller take the roll, tell students things, organize drills, read aloud, and in various other ways exemplify the qualities of a teacher-fronted classroom.

2) Organizer

One of the most important roles that teachers have to perform is that of organizing students to do various activities. This is often giving the students information, telling them how they are going to do the activity, putting them into pairs or groups, and finally closing things when it is time to stop. There are four steps in organizer role. They are:

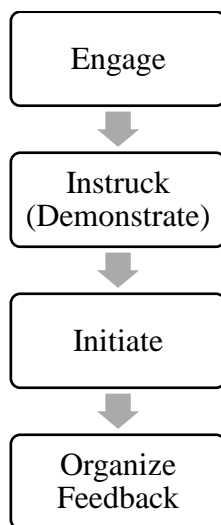


Figure 1 : The role of organizer based on Harmer (2001:58)

3) Assessor

One of the things that students expect from their teachers is an indication of whether or not they are getting their English right. This is where we have to act as an assessor, offering feedback and correction and grading students in various ways.

4) Prompter

Sometimes, when students are involved in a role-play activity, for example, they lose the thread of what is going on, or they are “lost for words” (i.e. they may still have the thread but be unable to proceed productively for lack of vocabulary). They may not be quite sure how to proceed. Here, we can adopt some kind of prompting role.

5) Participant

There are also times when teachers might want to join the students in an activity not as a teacher, but also as a participant in their own right. There are good reasons why teachers might want to take part in a discussion. For example, it means that teachers can enliven things from the inside instead of always having to prompt or organize from outside the group. When it goes well, students enjoy having the teacher with them, and for the teacher, participating is often more instantly enjoyable than acting as a source.

6) Resource

Students might ask how to say or write something or what a word or phrase means. They might want to know information in the middle of an activity about that activity or they might want information about where to look for something – a book or a web site for example. This is where teachers can be one of the most important resources they have.

7) Tutor

The students need their teacher as a tutor when they are working on longer projects. Acting as a tutor means that we are combining the roles of prompter and resource.

8) Observer

Teachers do not only observe students in order to give feedback, they also watch in order to judge the success of the different materials and activities that they take into lessons so that they can, if necessary, make changes in the future.

d. The Materials

The materials related to teaching and learning process of reading was included several kinds of text. In the area of teaching reading of the eleventh grade students Senior High School, students are expected to be able to comprehend written text to reach the functional level including the ability of

comprehending many kinds of short functional text and essay in form of report, narrative and analytical exposition in the first semester.

Table 1. Standard of Competence and Basic Competencies of Reading for Senior High School Semester 1

<p><i>Membaca</i> <i>Memahami makna teks fungsional pendek dan esei berbentuk report, narrative dan analytical exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</i></p>	<p><i>Merespon makna dalam teks fungsional pendek (misalnya banner, poster, pamphlet, dll.) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari</i></p> <p><i>Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: report, narrative, dan analytical exposition</i></p>
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For the second semester, the students are expected to comprehend many kinds of short functional texts and essays in form of narrative, spoof, and hortatory exposition.

Table 2. Standard of Competence and Basic Competencies of Reading for Senior High School Semester 2

<p><i>Membaca</i> <i>Memahami makna teks fungsional pendek dan esei berbentuk narrative, spoof dan hortatory exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</i></p>	<p><i>Merespon makna dalam teks fungsional pendek (misalnya banner, poster, pamphlet, dll.) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</i></p> <p><i>Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative, spoof, dan hortatory exposition</i></p>
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D. PQRST technique

1. Definition of PQRST Technique

The PQRST strategy stands for Preview, Question, Read, State, and Test. Five Steps to the PQRST Literacy Strategy according to Wormerly (2010:131):

a. P – Preview.

In previewing, the teachers will lead the students to identify main parts of the text. The reader can get a sense of where they are going with their reading. This step is usually done by reading the title or headline.

b. Q – questioning

The teacher develops questions to which the students want to find answers. In this step of the process, researchers generate questions to help focus reader's reading and find the key points in each section. The steps are in the following.

a. Reread the heading.

b. Predict questions based on that heading. Include questions based on who; what; when; where; why; and how or by giving lead-questions before the teachers give the whole text.

c. R – Read

The next step is read the material. The teachers will give the text to the students. It can be in group reading or individual reading activity when it applies by a game. The students also can find difficult or new vocabulary in the text while reading the text. If it is possible, the students may read the text twice.

d. S – State

After the students finish reading a section of text, the teacher may ask or summarize by recalling the important ideas from the section reader just read. In this step, the students will state the central idea or theme.

e. T – Test

In this step, the researchers try to measure the understanding of the readers by giving a test. The teachers can design the test in form of answering questions or ask the students to teach the reading materials to another students.

2. Teaching Reading Comprehension Using PQRSST technique

According to Heilman, Blair, Rupley (1981:7), teaching reading is undoubtedly as complex as defining it. Today, there is general agreement that reading programs never rise above the quality of the instruction. Teaching must be based on an understanding of children as learners, and learning to read must be viewed as a long-term developmental process. These concepts lead logically into a discussion of principles of teaching reading.

In addition, Heilman, Blair, Rupley (1981:238) also mention about crucial factors affecting comprehension is the importance of the reader's background experience. One important area of a child's background of experiences is related to language development and growth.

It is a challenge for the English teachers to teach reading comprehensively. It is not an easy job. The teacher should consider an appropriate technique to be applied to support their students in learning reading comprehension. There are so many techniques which can be used to teach reading. One of them is PQRSST technique.

The PQRS technique helps to enhance students' comprehension of a text. In teaching reading comprehension using PQRS technique, there are some steps which have to be noticed. First, the teacher will introduce the strategies to the students. It can be done by presenting the step in applying PQRS technique in the reading process. Then, the teachers will provide the text which will be comprehended. Then, the students will follow the PQRS technique steps (preview, question, read, state, and test). The last is evaluating the learning process by asking the students whether they comprehend the text or not.

E. Conceptual Framework

There are many problems in the English teaching and learning process in SMA PIRI 1 Yogyakarta especially in social class XI. It can be found from the observation conducted during the research. One of the feasible problems is the students' reading comprehension skill that was still low. It can be seen from the low scores of the regular reading test assessed by the English teacher.

There are many ways to improve students' reading comprehension skill. Those are using clues from the context to figure out meanings of unknown words to them, using clues to identify personalities, beliefs, motivations and beliefs of characters, using the reading to provide clues and information about the setting or venue, working to try to understand the relationships about one character to another. Students also need a technique which is fun for them and understandable

for them to implement it. Students will love reading when they can enjoy it. PQIRST technique as one of the reading techniques can help the students to improve their reading comprehension skill. PQIRST technique is a powerful reading technique which provides strong reading background as a key before reading activity. So, the students know what they should do in reading. The PQIRST technique can be applied in every kind of genre text. Five steps of using PQIRST technique will support that students can use this technique to improve their reading comprehension skill.

CHAPTER III RESEARCH METHODS

This chapter presents some aspects in the research method, i.e. the type of research, the subjects of the research, the research setting of the place and time, data and instruments of the research, the research procedure, data collection techniques, data analysis techniques, and data validity and reliability. The explanation of each aspect is as follows.

A. The Type of Research

This research on improving students' reading comprehension through PQRSST technique at grade XIIPS of SMA PIRI 1 Yogyakarta is action research, which focuses on the efforts to improve the real condition of the English teaching and learning process. It tries to investigate the existing problems related to reading in the teaching and learning process. It tries to solve the problems through some actions based on planning, acting, observing and reflecting which will be discussed later. The researcher collaborated with the English teacher of grade XI IPS of SMA PIRI 1 Yogyakarta and another collaborator that is a student of English Education Department, Yuni Utami. The research members consist of the students of grade XI IPS of SMA PIRI 1 Yogyakarta, the collaborators, and the researcher.

According to Kemmis and McTaggart (1988) in Burns (2010: 8), Action Research consists of four major steps. They are planning, action, observation and reflection. Each cycle consists of those four steps. After one cycle, there would be a reflection of the action.

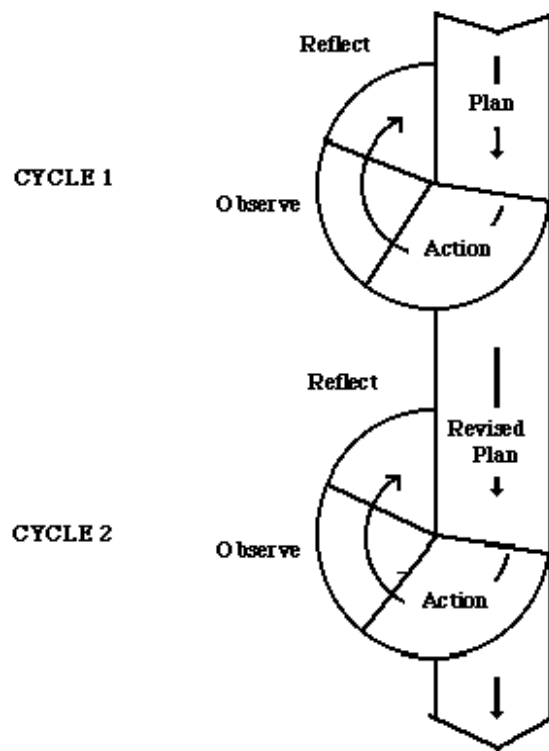


Figure 2: Cyclical action research model based on Kemmis and McTaggart in Burns (2010:9)

B. Subjects of the study

The subjects of the study were the students of class XI IPS of SMA PIRI 1 Yogyakarta. In 2012/2013 academic year, there were 14 students in the class which consisted of 10 males and 4 females. They are about 15-16 years old. For daily communication, there are 13 students who use Javanese as the first language and one student who use Balinese as the first language. In the teaching and learning process, the teachers in SMA PIRI 1 Yogyakarta use Indonesian as the language of instruction.

The researcher chose the class XI IPS of SMA PIRI 1 Yogyakarta because of several reasons. First, most of the students had a low skill in English. Because of their low skill in English, the students in class XI IPS of SMA PIRI 1 Yogyakarta mainly had low average scores in reading. Second, they were more interested in learning arts such as drama, theater and music. It was related to their motivation in the teaching and learning process.

C. Research Setting of the Place and Time

This research was conducted in SMA PIRI 1 Yogyakarta. It is located on Baciro Street, Mandala Krida, Yogyakarta. It was a private school which belongs to PIRI Foundation. PIRI stands for *Perguruan Islam Republik Indonesia*. Because of that, this school mainly applies Islamic system in a daily activity including the teaching and learning process. This school was selected for the

research setting because of the researcher's interest in solving the problems related to the teaching and learning process of reading found in the school. There are three floors in SMA PIRI 1 Yogyakarta. It has six classrooms, a language, physic, computer, biology, and chemistry laboratories, music studio, cafeteria, teacher's room, a mosque, a library, lobby, hall, a garage and school yard. For supporting the English teaching and learning process, there are many English books in the library or English materials in the English laboratory.

The research was conducted in grade XI IPS of SMA PIRI 1 Yogyakarta in the academic the year of 2012/2013. It was conducted on March 27th, 2013 to May 2nd, 2013, in the second semester. The research was conducted in 6 meetings. There were two cycles and each cycle consists of three meetings. The English class was scheduled twice a week. The days are Tuesday at 10.15 p.m., and Thursday at 12.15-13.45 p.m. Each meeting consists of 90 minutes for the teaching and learning process. The teachers usually used LKS or handbook in the teaching and learning process of English for senior high schools.

Table 3. The Time Schedule of the Research

Step	Month														
	March					April					May				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Observation															
Cycle 1 (implementation, evaluation, reflection)															
Planning for Cycle 2															
Cycle 2															
Analyzing data and reporting															

D. Data and Research instruments

The data of the research were qualitative and quantitative. The qualitative data were in the form of field notes and interview transcripts. The quantitative data were in the form of reading comprehension scores based on a pre-test and a post-test. The instruments of the research were in the form of reading pre-test and the post-test, observation and interview guidelines.

During the research, there were supporting instruments to collect the data. They were a camera and a recording tool. The camera was used to capture anything related to the actions applied in the teaching and learning process. The recording was used to record the students' impression at the end of each cycle.

E. Research Procedure

1. Reconnaissance

Reconnaissance was the first step in this research. The data were collected by observation and interview. The researcher observed the activities related to reading in the teaching and learning process. Besides, the researcher also interviewed the English teacher, the school principal and the students of class XI IPS SMA PIRI 1 Yogyakarta. The collected data were presented in form of field notes and interview transcripts. Those two data were used to identify the existing problems in the teaching and learning process related to the reading skill.

a. Determining the thematic concern on the reconnaissance

The first step in conducting this research is determining the thematic concern. The researcher observed the teaching learning process in class XI IPS on March 23, 2013. Then, the researcher also had a discussion with the English teacher about the existing problems. Based on the observation and the discussion, the writer and the English teacher classified the existing problems.

b. Planning

To improve the students' reading comprehension skill, the researcher worked together with another researcher, and the English teachers. The aim of the

action is to improve the students' reading comprehension skill through PQRST technique. The action plans planned are follows:

- a. Implementing PQRST technique in teaching reading.
 - b. Reviewing the material and technique.
 - c. Testing the students' reading comprehension skill.
- c. Action and Observation

The researcher implemented some action plans in the classroom in two cycles. Each cycle was done in three meetings. Besides implementing some action plans, the researcher and the collaborator observed and recorded the teaching and learning process, and do the interview with some students of grade XI IPS after the actions have been done. During the process of conducting the actions, the researcher and the collaborator observed everything happening in the classroom. The result of the discussion was an important data to serve as an evaluation for the implementation of the action plans to improve the next actions.

4. Reflection

After the action and observation steps, the researcher and the collaborator evaluated the problems during the actions and tried to find the solution. The researcher and the collaborator evaluated the process, problems, effects, and measures whether the action is successful or not. In addition, each member of the research invited to contribute their perceptions, suggestions, and ideas in

the discussion. Then, the researcher could do better in the next cycle by changing the unsuccessful actions into ones that are more suitable. Besides, the successful actions were applied again in the next actions.

F. Data Collection Techniques

The data of the research were collected based on three techniques. They were observation, interviews and conducting the tests. The techniques were explained as follows.

a. Observation

The researcher and the collaborators observed the teaching and learning process to collect the information before, during and after the actions. Observations were conducted to know everything happened in the teaching and learning process of the English lesson when the researcher implemented the actions. During the observations, the researcher prepared an observation sheet as the guidelines.

There were two parts of the observations. The first was the observation before the research. It was to gain as much information as possible about the conditions of the teaching and learning process in the classroom. It was very important because the result of the beginning observation determined the actions in the research. The second was the observation during the research. It was to support the actions and to make sure that the actions were well

implemented. The researcher provided an observation sheet which included some steps in implementing the actions and gave it to the collaborator.

b. Interview

Interview is used to gain information which cannot be gained through observations. The data were gained personally since the type of interview is depth-interview. The researcher had prepared interview guidelines before conducting it. The interviews involved the students of grade XI IPS of SMA PIRI 1 Yogyakarta in the academic year of 2012/2013, the English teacher, the collaborators, and the head master of SMA PIRI 1 Yogyakarta. As stated before, the interviews were in the form of in-depth interview so although the questions were prepared before, if there were some unexpected answers from the interviewees, the researcher could follow the conditions to get more detail data.

c. Test

To see the students' progress in terms of their reading comprehension skill, a test was used as instrument. A pre-test was to measure students' current skill, while a post-test was given to measure students' reading comprehension skill development.

The pre-test and the post-test were in form of multiple choice questions. The pre-test consisted of 25 items and the post-test consisted of 30 items. Based on the researcher and the collaborators' discussion, there was a

different number of the pre-test and the post-test items. The researcher prepared 30 items for each test but because of some conditions, there were some items which were deleted. The materials were adapted from some sources and handbooks. In developing the questions, the researcher based on some macro-skills and micro-skills of reading as stated in Brown (2004: 187-188).

G. Validity and Reliability

To assess the validity of the data, then the researcher used five criteria proposed by Alderson as cited by Burns (1999:161). The ways to fulfill those validities would be explained as follows:

1. Democratic validity

In regard to democratic validity, the researcher asked the members of the research, namely the English teacher, the school principal and the students, to give their perspective during the research. It was related to stakeholders' chance to give their personal opinions, ideas, thoughts feelings, concerns, expectations and comments during the action research. The democratic validity was fulfilled by having a discussion with member of the research, namely the students, the English teachers, and the collaborators. The first discussion was held in March 27th, 2013 with the English teacher, the school principal and the students of class XI IPS SMA PIRI 1 Yogyakarta. In every meeting also there was a discussion among the researcher, the teacher, and the

collaborator. In the end of every cycle there was a discussion to decide the next cycle's action. In the end of the research, the researcher held a discussion to evaluate the actions that have been conducted and to formulate the action in the next cycle. The last discussion was held on May 2nd, 2013 between the researcher and all the research members. The research members would be given an opportunity to give their ideas, comments, and suggestions toward the research. The discussion result then would be consideration in evaluating cycles

2. Outcome validity

This validity was defined as a criterion of validity which is related to the nation of actions leading to outcomes that are “successful” within the research context. In this research, the researcher could get the outcome validity after the research was done. To validate the data the researcher should look at the result of the action that was successful.

3. Process validity

Process validity is related to the observation of the process of the research in the implementing the action. After that, the researcher and the collaborators conducted a discussion. To get the process validity, the researcher collected the data through the discussion, dialogue, observation and interview. The researcher noted everything that happened in the teaching and learning process during the actions. The researcher and the collaborators were able to

determine whether the process in implementing the action was successful or not. In this validity, the researcher focused to get the data that could be caught by the senses. In another way, it means that everything that happen in the teaching and learning process were noted.

4. Catalytic validity

Catalytic validity has been done by seeing the improvement of research members understanding about the problems in teaching and learning reading and how to solve them.

5. Dialogic validity

Dialogic validity means that the stakeholders could participate in the process of the research. It was fulfilled by discussing the research finding with the collaborators. They gave their opinion and criticisms about the actions.

Besides, the researcher used a triangulation technique to obtain the trustworthiness (Burns, 1999:163). She proposed four types of triangulation. The first triangulation is time triangulation. It was done to get a sense of what factors were involved in change process. In this research, the researcher did the action from March 27th 2013 up to May 5th 2013. The data during the research were compared to formulate questions and the action used to improve the teaching and learning of reading comprehension. Then, the researcher monitored the improvement of the teaching and learning process of reading comprehension in every cycle. The second triangulation is investigator triangulation. It was done to

avoid the bias in the observation. In this triangulation, the researcher helped by the collaborators to collect the data about the teaching and learning of reading comprehension. The third triangulation is theoretical triangulation. In this form of triangulation, the researcher analyzed the data of the teaching and learning of reading comprehension based on some theoretical reviews from some experts of some books.

H. Data Analysis

The action research used the qualitative and quantitative data analysis. The qualitative data analyses consist of three steps. The first was collecting the data from the interview transcripts and field notes. The second was identifying the data and classifying them into some criteria. The third was drew conclusion.

Meanwhile, the researcher analyzed the quantitative data from the score of the pre-test and the post-test. Then, the students' reading score in the pre-test and the post-test were presented in the form of means and standard deviation. The researcher compared the data before and after conducting the research to see the differences.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings of the research. It is the processes of the research conducted in Cycle 1 and Cycle 2, the result of the research, and the interpretation of the findings. Each Cycle in this research consisted of planning, actions and observation, and reflection.

A. Research Process and Findings

The researcher did some steps in conducting the research. First, the researcher did the reconnaissance. In this step, the researcher observed and identified the problems in the teaching and learning process. Second, the step was called planning. After the problems had been observed and identified, the researcher and the English teacher designed a feasible action to be implemented in the teaching and learning process. The action was used PQRSST technique in the teaching and learning process. The third step was action and observation. In this step the researcher implemented the action that was designed. After that, the researcher observed and evaluated the data. The result of the post-test at May 3rd, 2013 could show whether the implementation of PQRSST technique was effective to improve students' reading comprehension or not. The last step was reflection. In reflection, the researcher, students, and the English teacher identified the effective and ineffective actions. The reflection of cycle 1 that was conducted on April 23rd,

2013 helped the researcher and English teacher to design better plans for the next cycle.

1. Reconnaissance

The researcher had a discussion and interview the English teacher and the students of class XI IPS SMA PIRI 1 Yogyakarta to identify the problems. Besides, the researcher also observed the English teaching and learning process in the class.

a. Identification of the problems

Based on the observation, interviews, and discussions, there were several problems found during the teaching and learning process of reading. After founding the list of the problems related to the teaching and learning process of reading in class XI IPS of SMA PIRI 1 Yogyakarta, the researcher had a discussion again with the English teacher to classify the problems into three levels. They were classified into low (L), medium (Me) and high (H) levels. The researcher classified the problems to determine the focus of the actions. This research focused on the medium level of the problems.

Table 4. The field problems related to the teaching and learning process of reading in class XI IPS of SMA PIRI 1 Yogyakarta.

No	Problems	Codes	Indicators	Levels
1	The class activity of reading was monotonous.	A	I	Me
2	The source of written text in the teaching and learning of reading was limited.	M	O	Me
3	The students were not interested to the lesson. They often went out from the class during the lesson.	S	O	H
4	The students lacked of vocabulary mastery.	S	I	H
5	The teacher applied inappropriate technique for the students.	T	O	H
6	There was no dictionary in the class.	M	O	L
7	The students cannot use the dictionary correctly.	S	I	L
8	The students cannot use the English-English manual or online dictionary.	S	I	L
9	The students have no curiosity in learning English.	S	O	H
10	The teaching learning process did not increase students' motivation to learn English.	A	O	H
11	The students were confused about grammar, structure and English sentences.	S	O	H
12	The students cannot read unfamiliar English words correctly.	S	O	L
13	There was limited time in learning English.	A	O	H
14	The students did not familiar with the topics of written text in the teaching and learning of reading.	M	O	Me

(continued)

(continued)

No	Problems	Codes	Indicators	Levels
15	There was not enough English exposure in the school.	A	O	H
16	The teacher seldom used classroom English in the teaching and learning of reading	T	O	Me
17	Sometimes, the teacher has a big problem on how to manage the students in the class.	T	O	H
18	The English laboratory could not be used by the students well	M	I	L
19	The students get bored soon.	A	O	H
20	The students were busy, noisy and just played with their own self.	S	O	H
21	The teacher did not correct mispronunciations from the students.	T	O	L
22	The materials did not increase the students' motivation to learn English.	M	O	H
23	The teacher gave limited materials or homework as a follow-up of the class activity.	M	I	H
24	The English lesson was at around 1 p.m., after the second break and it was too hot and not conducive to do the teaching and learning process.	A	O	H
25	The teacher seldom used interactive media (picture or LCD) in the teaching and learning of reading	M	O	L
26	The students did not get anxious when they did not understand.	S	O	H
27	The teacher only focused on translating when she taught reading to the students	T	O	H

Note:

- A: activity
- T: teacher
- S: student
- M: material
- I: interview
- O: observation
- Me: medium
- L: low
- H: high

b. Determining the actions to solve the field problems

After identifying the problems in the teaching and learning process, the researcher and the English teacher discussed the most feasible problems to be solved. As stated before, this research would focus on the medium level of the problems.

Table 5. The most feasible problems in the reading comprehension to be solved through the action in the teaching and learning process at social class XI of SMA PIRI 1 Yogyakarta.

No	Problems	Codes	Indicators (I/O)	Levels
1	The class activity of reading was monotonous.	A	I	Me
2	The source of written text in the teaching and learning of reading was limited.	M	O	Me
3	The students did not familiar with the topics of written text in the teaching and learning of reading.	M	O	Me
4	The teacher seldom used classroom English in the teaching and learning of reading	T	O	Me

The researcher and the English teacher then tried to look for the appropriate way to improve students' reading comprehension. Finally, there were options that were agreed by the researcher and the English teacher in order to improve students' reading comprehension. PQRS technique (Preview, Question, Read, Summarize, and Test) was new for the students because they never learn a technique of reading in the English class before.

After the researcher and the English teacher identified the most feasible problems in the reading comprehension to be solved through the action in the teaching and learning process at social class XI of SMA PIRI 1 Yogyakarta, the teacher asked the researcher to propose some actions plans to overcome the field problems based on the technique that was agreed before.

Table 6: The relationship between the problems and the actions

Problems	Actions	The actions functions
The class activity of reading was monotonous.	<ul style="list-style-type: none"> - Designing interesting materials - Changing sitting position - Using LCD - Playing a game 	<ul style="list-style-type: none"> - To make the students interested in materials - To make the students enjoy the teaching and learning process
The source of written text in the teaching and learning of reading was limited.	<ul style="list-style-type: none"> - Using many sources in designing materials 	<ul style="list-style-type: none"> - To make the students interested in materials - To make the students experienced with many kinds of sources in learning English
The students did not familiar with the topics of written text in the teaching and learning of reading.	<ul style="list-style-type: none"> - Using familiar topics for the materials 	<ul style="list-style-type: none"> - To help the students familiar with the materials (creating no gap between the students and the materials)
The teacher seldom used classroom English in the teaching and learning of reading	<ul style="list-style-type: none"> - Using English instruction more in the class 	<ul style="list-style-type: none"> - To make the students familiar with English instruction

B. The Report of Cycle 1

The processes of Cycle 1 are:

1. Planning

There were three meetings in Cycle 1. The teaching and learning schedule was presented in the following table.

Table 7. The Schedule of Cycle 1

No	Day/Date	Material
1	Tuesday, April 9 th 2013	Globalization
2	Thursday, April 11 th 2013	School uniform
3	Tuesday, April 23 rd 2013	Home schooling

a. First meeting

Before the first meeting, the researcher and the English teacher planned to give a pre-test to know the students' basic skill of reading comprehension. Based on the discussion with the collaborators, some actions were planned for Cycle 1. The process of meeting 1 would be explained as follows:

- 1) The researcher planned to improve students' motivation by explaining about the important of reading technique and reading comprehension and there was no stupid student in the world.
- 2) The researcher planned to ask students about their reading technique before the research.
- 3) The researcher planned to deliver and explain PQRST technique in the reading activity.
- 4) The researcher planned to teach students how to use PQRST technique

- 5) The researcher planned to explain about Hortatory Exposition, a text learned in the research.
 - 6) The researcher planned to implement steps P and Q from PQRST technique by giving a topic “*Globalization*” to the students. The researcher only implemented two steps because the students have low skill in English. They spent a long time to understand the steps. In these steps, the researcher planned to explore the students’ background knowledge before reading a text.
 - 7) The researcher prepared observation sheets to observe and record the teaching learning process.
- b. Second meeting
- 1) The researcher planned to deliver and explain PQRST technique in the reading activity.
 - 2) The researcher planned to teach students how to use PQRST technique.
 - 3) The researcher planned to give a topic “*School Uniform, another good lesson*” to the students as an early practice of implementing PQRST technique and the students would answer some questions based on the text.
 - 4) The researcher and students planned to discuss the answers of the questions.
 - 5) The researcher prepared observation sheets to observe and record the teaching learning process.

c. Third meeting

- 1) The researcher and the English teacher planned to re-explain how to implement PQRSST technique to make the students more familiar with and understand it.
- 2) The researcher planned to divide the students into two groups.
- 3) The researcher planned to give a text entitled "*Home Schooling*" as practice in implementing PQRSST technique and the students would answers some questions based on the text.
- 4) The researcher and students planned to discuss the answers of the questions together.
- 5) The researcher prepared observation sheets to observe and record the teaching learning process.

2. Actions and observation

There were three meetings in Cycle 1 on April 9th, 11st, and 23rd, 2013. After that, the researcher conducted the actions. In the pre-test, the students had to do 25 questions of the reading comprehension test in 40 minutes.

The first meeting was conducted on April 9th, 2013. The first meeting was focused on the explanation of PQRSST technique and the hortatory exposition text. As an introduction of the technique, the researcher conducted the brainstorming step. The activity was discussing of new vocabulary items and guessing meaning from context. It aimed at increasing the students' vocabulary mastery, while guessing meaning from

context aimed of helping the students' in understanding the meaning of new vocabulary items without relying much on the use of dictionary. The students were interested in the brainstorming step. They liked to guess something.

In the first meeting, the students also started to learn about previewing something before reading the text. They got help from this step because they have already known a little content knowledge of the text. The second meeting was conducted by the researcher on April 11st, 2013. The researcher gave the example of how to implement PQRST technique in comprehending a hortatory text. They were confused at first because they have never learned a technique in reading before and they are not familiar with English class instructions. Usually, they got a text and then they directly read it. The researcher explained about PQRST technique and how to implement it in reading. The students paid attention to her. After that, the researcher asked the students to give questions to the researcher if they did not understand PQRST technique. Most of the students asked about how to implement PQRST technique.

To understand more about PQRST technique, the researcher gave the students more practice. Some students learned how to implement PQRST technique seriously because they were interested in learning English. The other students were sleepy in the classroom. The researcher asked the students to practice PQRST technique in a text entitled "*School Uniform*,

another good lesson” and also answer some questions based on the text.

The students and the researcher discussed the answers together.

In the third meeting, on Tuesday, April 23rd, 2013, the researcher asked the students whether they still remembered how to implement PQRSST technique or not. Some of the students said they still remembered it. They got better understanding than what they got in the previous meeting. After that the researcher explained again about PQRSST technique to make sure all the students understand the technique.

The researcher gave a text entitled “*Home schooling*” and asked the students to do the following task. Some students felt happy with the task but the other was not because they did not like the English lesson and were confused with some difficult words in the text. The researcher helped them to get the meaning of the words by predicting the context of the text. There were students who still made mistakes in answering the questions based on the text. They were still confused with difficult words in the text. At the end of Cycle 1, the researcher summarized the material and asked them to bring a dictionary in the English class.

3. Reflections

After conducting the actions in Cycle 1, the researcher and the collaborators conducted a discussion. They discussed the data gathered and evaluated them to make some reflections for the implementation of the actions. The reflections were conducted to find out whether the actions were successful or not so that the researcher could determine whether the

actions would be sustained or modified. Besides, it was also to fulfill the democratic validity and the dialogic validity as mentioned in Chapter III. In the discussion, they analyzed the data from the observation during the teaching and learning process and the interviews with the students to evaluate the action conducted. Everyone was free to express their opinions, feelings and suggestions related to the actions implemented. The reflection of each action implemented was elaborated as follows.

a. Discussing New Vocabulary Items and Guessing the Content of The Text

The researcher implemented Previewing (P) and Questioning (Q) in the brainstorming. This activity was successful in general. It was done as planned before. The students were given more opportunities to discuss new vocabulary items, causing them to get closer with the topic. They also got more detail explanation from the teacher so that they could broaden their knowledge of vocabularies. The interview transcript with a student below gives the justification of the successful action.

- | | |
|---|--|
| P | : <i>Iyai tu namanya previewing. Biar punya modal sebelum baca teksnya. Membantu gak previewingnya ?</i>
(It is previewing step. It makes you have background knowledge before reading the text. Is it help you?) |
| S | : <i>Mbantu dikit sih Miss. Kita jadi tahu dikit kira-kira teksnya isinya kayak apa. Gak blenk banget kita Miss.</i>
(Yes, a little Miss. We know a little about the content of the text. So, we are not really blank Miss) |

Source: Interview 9

b. Using Classroom English

During the English class, the students used more Indonesian classroom instructions than the English classroom instructions. It caused the lack of vocabulary in daily class interaction. For example, in the beginning of the meeting, the students got confused about the instruction from the researcher. The researcher should increase the use of classroom English to enrich the student's experiences of using English in daily communication and makes them familiar with it.

P	: <i>Tadi gimana belajarnya sama Miss Apri? Enak gak?</i> (How about the class with Miss Apri? Is it fun?)
S	: <i>Asik sih Miss. Tapi mbok jangan pake bahasa inggris terus. Bikin bingung aja Miss.</i> (It is fun Miss, but, please, do not always use English. It makes me confused Miss)
P	: <i>Hmmm... kan namanya juga kelas bahasa inggris. Ya pake bahasa Inggrislah. Walau kayaknya susah, tapi kalo sudah terbiasa ya gampang kog</i> (Hmmm... this is an English class, so we have to use English. Although it feels difficult, but if you are familiar with it, English is an easy subject)
S	: <i>Yang ada kita tambah gak mudeng Miss</i> (We still do not understand Miss)
Source: Interview 10	

c. Applying The Reading Technique

The researcher guided the students to connect with the text before reading the text, how to find the topic of each paragraph and to identify the detail information from the recount text model provided by using the reading technique. After conducting the research, the teacher interviewed

the students. At first, the students have a low motivation to learn the reading technique.

P	: <i>Eh tadi teknik yang Miss jelaskan sudah pada paham atau belum?</i> (Eh... do you understand the technique that I explained to you?)
S	: <i>PQR tadi tho Miss?</i> (The PQR Miss?)
P	: <i>PQRST tekniknya. Iya itu maksud Miss Apri.</i> (It is PQRST technique. That is what I mean)
S	: <i>Agak beribet sih Miss. Biasanya kita baca ya langsung baca aja. Gak pake tebak-tebak isi dulu atau persiapan baca.</i> (It is rather complicated Miss. We usually use direct reading without any guessing the content or preparing for reading)
P	: <i>Apanya yang ribet?</i> (Where is the complicated point?)
S	: <i>Itu lho Miss pake singkatan-singkatan segala. Pake tahap-tahap gitu. Harus urut lagi. Mending langsung baca aja kenapa Miss</i> (The one that uses abbreviation Miss. It also use some steps and should be in an arrangement. I think better if we just read the text.)
P	: <i>Ini kan namanya teknik membaca. Biar tambah mudah memahami teks nantinya</i> (This is called a reading technique. It can help you to understand the text)
S	: <i>Iya pho Miss...?</i> (Are you sure Miss?)
P	: <i>Iya. Nanti kita akan banyak latihan menggunakan teknik PQRST di kelas jadi cara membaca kalian bisa terpolo dengan baik.</i> (Sure. Later on we will have many exercises using PQRST technique in our class. So, you will have a good reading skill in the future)
Source: Interview 10	

After three meetings, the students had enough understanding about the reading technique, PQRST technique, but they still found difficulties in applying the technique in complete understanding. This interview transcript gives the evidence.

P	: <i>Hmm...sudah tiga kali meeting, masih ingat teknik yang Miss ajarkan?</i> (Hmmm...we already have three meetings, do you still remember what I explain to you?)
S	: <i>PQRST kan Miss? gampang Miss. Paham-paham.</i> (The PQRST. Right? Take it easy Miss. We got it.)
P	: <i>Serius ni?</i> (Are you serious?)
S	: <i>Belum 100% sih Miss. Tapi lumayanlah dari pada pas Miss Apri baru ngajar.</i> (It is not 100% Miss. But, it is better than the first when Miss Apri teach us)
Source: interview 11	

Another interview transcript shows the student's understanding about the PQRST technique. They get enough understanding but the researcher still needs to explain more to make a complete understanding of the technique.

Pu	: <i>Pas ibu mengajar saya tidak ada keluhan apapun. Saya bisa paham dengan yang ibu ajarkan</i> (When you teach, I did not have any problems. I could understand what you taught.)
P	: <i>Kalau...kan tak ajarin teknik membaca , itu berguna gak tekniknya?</i> (When I taught you about reading technique, is it useful?)
Pu	: <i>Berguna sekali. Sebabnya, dalam membaca itu kita jadi paham apa isi dari yang kita baca</i> (Really useful. Because we could understand the content of the text).
P	: <i>Sudah paham belum tekniknya itu seperti apa?</i> (Did you understand about the technique?)
Pu	: <i>Sudah.</i> (Yes, I did)
P	: <i>Coba dijelaskan?</i> (Please, tell me)
Pu	: <i>Yaitu Tekniknya itu PQRST. P itu preview yaitu kita bisa menjelaskan kembali apa dari isi yang kita baca. Kalau yang T, R...Q nya Question, yaitu memberikan pertanyaan apa yang kurang jelas atau ada kata-kata sulit. R itu membaca. S..itu summarize , itu meringkas. Meringkas apa yang kita telah baca dan diulangi lagi dengan cara meringkas. T... Test yaitu akhir dari bacaan kita yang sudah dibaca dites kembali</i> (The technique was PQRST technique. P was preview, we could

explain of what we will learn. T...R...Q was questioning, giving some questions about unclear things or difficult words. S stands for summarize, we summarized what we have read and re-read again by the summarizing. T was test, it was the last step of our reading)

Source: Interview 5

d. Selecting daily Context for The Text Topics.

Beside the reading technique that helps the students to increase their skill in reading, the appropriate topic of the text influenced the success of the teaching and learning process. The researcher selects the topic of the text related to the student's daily life. It makes the students easier to comprehend the text. These interview transcripts confirmed the students' statement about the topics of the reading text.

- P : *Miss Cuma mau Tanya, kalian itu paham gak kalo tak jelaskan pelajarannya pake bahasa inggris?*
(I just want to ask whether you understand or not when I explain the lesson in English)
- S : *Ya ngambang sih Miss. Tau sendiri kita kan bahasa inggrisnya jelek. Gak mudeng artinya*
(It is doubtful Miss. You already know that we are not good in English. We do not understand the meaning of the text)
- P : *Begitu ya. Susah pho teksnya?*
(I see.... **Is it difficult for you?**)
- S : *Gak sih Miss. Aku nebak-nebak aja. Teksnya kan tentang hidup kita sehari-hari, ringan kok.*
(**Not really Miss. I am just guessing. The text is about daily life so it is easy for us.**)
- P : *Menarik gak teksnya?*
(It is an interesting text?)
- S : *Asik-asik aja teksnya Miss. Tebak-tebakkan kayak tadi aja Miss. Seru itu*
(So far so good Miss. Just guessing like before Miss. It is fun.)

Source: Interview 9

e. Conducting a Game

A game had been successfully played. The researcher implemented guessing game in P (preview) step. This activity made the students interested to read the text. Besides, a question/answer game also implemented in the teaching and learning process. This activity had increased the students' attention because they should concentrate so that they could find out the answer of that question from the text. These interview transcripts confirmed the students' statement about question/answer game.

P	: <i>Terus asyik gitu kalo main tebak-tebak kata?</i> (Then...did you enjoy the guessing game?)
S	: <i>Asyik loh miss. kita kan jadi semangat tebak-tebakkan. Yang permainan itu lho Miss, nebak-nebak kata sama isi teksnya jadi enak.</i> (It was fun. We interested in guessing game. In that game, we enjoyed in guessing the words and the content of the text)
P	: <i>Seneng kalian?</i> (Did you enjoy it?)
S	: <i>Iya dong Miss. Belajar tapi sambil main aja. Ternyata mbaca bahasa inggris bisa dibuat main-maian juga.</i> (Of course Miss. We learned while played a game. Learning English can be fun too)

Source : Interview 12

f. Applying Group/Pair/individual work

A group work / pair work had been successfully implemented. The researcher implemented this activity to motivate students in the teaching and learning process. In this activity, the students shared their knowledge to each other.

- | | |
|---|---|
| P | : <i>Apa yang menyenangkan di kelas miss?</i>
(What is the interesting part in my class?) |
| S | : <i>Apa ya.....itu Miss, ada yang dikerjainnya bergroup itu lho Miss. Neh....enak tu. Kan enteng jadinya.</i>
(The one that we worked as a group. That made the job easier for us) |
| P | : <i>Ohw...begitu</i>
(ohw.... I see) |
| S | : <i>Iya Miss. Kalo pak paham bisa langsung Tanya aja sama yang lain. Jadi gak bingung sendirian</i>
(Yes Miss. If we did not understand about something, we could ask to the other. So we would not confused alone) |

Source : Interview 11

4. Summary of Cycle 1

Based on the reflection above, there were some actions that were successful but some others were unsuccessful. They were:

a. The successful actions

- 1) The students were enthusiastic to learn a technique of reading.
- 2) The students were not sleepy in the classroom because they were familiar with the text topics
- 3) The students enjoyed the group work and the game
- 4) The students tried to participate actively in the teaching and learning process.

b. The unsuccessful actions

- 1) The students were still confused on how to implement PQIRST technique in the reading activity.
- 2) Some students got difficulties in understanding the meaning of words in the reading text.

- 3) Some students got difficulties in answering the questions based on the text.

C. The Report of Cycle 2

The processes of Cycle 2 are:

1. Planning

There were three meetings in Cycle 2. The teaching and learning schedule was presented in the following table.

Table 8. The Schedule of Cycle 2

No	Day/Date	Material
1	Thursday, April 25 th 2013	The Reason Why Quitting Smoking Cigarettes is important
2	Tuesday, April 30 th 2013	Indonesian People Should Value All the Different Cultures to Promote Unity of the Nation
3	Thursday, May 2 nd 2013	Corruption

a. First meeting

- 1) The researcher and English planned to review the material about how to implement PQRSST technique.
- 2) The researcher planned to use LCD in PKN Room and presented pictures in the brainstorming activity.
- 3) The researcher and the English teacher planned to give a text entitled “*The Reason Why Quitting Smoking Cigarettes is important*” to the

students to implement PQRS technique based on the reading text and ask the students some questions.

- 4) The researcher and the English teacher planned to ask the students to open their dictionaries when they found any difficult words.
- 5) The researcher and the English teacher planned to ask some students to come in front of the class to show and then compare their answers with the other answers.
- 6) The researcher and the English teacher planned to discuss the answers of the questions.
- 7) The researcher planned to give rewards in the form of additional score for the students who participated actively in the teaching and learning process.
- 8) The researcher prepared an observation sheets to observe and record the teaching and learning process.

b. Second meeting

- 1) The researcher and English teacher planned to re-explain to how to implement PQRS technique. It could make the students understand better how to implement PQRS technique based on the text.
- 2) The researcher planned to show some pictures about cultures as brainstorming media.
- 3) The researcher and the English teacher planned give a text entitled *“Indonesian People Should Value All the Different Cultures to*

Promote Unity of the Nation” to the students to implement PQRSST technique and ask the students to answers some questions.

- 4) The researcher and the English teacher planned to discuss the answer of the questions with the students.
- 5) The researcher planned to give rewards in the form of additional scores for the students who participate actively in the teaching and learning process.
- 6) The researcher prepared an observation sheet to observe and record the teaching and learning process.

c. Third meeting

- 1) The researcher and English planned to ask the students to explain about PQRSST technique and how to implement it. It was to see whether the student’s understand the technique or not.
- 2) The researcher planned to show some pictures about “*corruption*” as brainstorming media.
- 3) The researcher and English teacher planned give a text entitle “*corruption*” to the students to implement PQRSST technique.
- 4) The researcher planned to make a final quiz to know whether the students understand the text or not.
- 5) The researcher planned to give reward in the form of additional score for the students who were participated actively in teaching and learning process.

- 6) The researcher prepared observation sheet to observe and record the teaching and learning process.

After the third meeting of Cycle 2, the researcher conducted the post-test. It was one of the instruments to know whether the students' reading comprehension improved or not.

2. Actions and observations

There were three meetings in Cycle 2 on April 25th, 30th and May 2nd, a 2013. After Cycle 2, the researcher did the post-test on May 3rd, 2013. One of the evaluation of Cycle 1 was the students were still confused with difficult words in the text. Because of that, the researcher asked them to bring dictionary for the next meeting or borrowed it from the school's library.

The first meeting was conducted on April 25th, 2013. The first meeting was focused on motivating the students again to learn English by using a LCD and many pictures to gain the brainstorming step. The second meeting was conducted by the researcher on April, 30th, 2013. The researcher still gave the example of how to implement the PQRSST technique in comprehend a hortatory text. Then, the researcher would give more opportunity to the students to practice individually.

During the last meeting on May 2nd, 2013, the researcher asked the students to explain how to implement PQRSST technique. Most of the students said they can remembered it well. The researcher gave a text

entitled “*Corruption*” and asked the students to study at home before they got final test tomorrow.

3. Reflections

Based on the observation done in Cycle 2, the researcher and the collaborator conducted the reflection. They discussed some difficulties in Cycle 1. After three meetings in Cycle 2, the research ended with better result.

a. Discussing New Vocabulary Items and Guessing the Content of The Text

The implementation of these actions was successful in general. To enrich the students’ vocabularies, the researcher presented more new vocabulary items. In discussing new vocabulary items in Cycle 2, the researcher gave the clues in form of picture that was showed by LCD. The researcher implemented Previewing (P) and Questioning (Q) in brainstorming steps. This activity was successful in general. It was done as planned before. The first meeting was focused on motivating the students again to learn English by using LCD and many pictures to gain the brainstorming step.

P	: <i>Bagaimana menurut kalian pelajaran hari ini?</i> (What did you think about our lesson today?)
S	: <i>Preview-nya lebih asik Miss. Gambarnya gede.</i> (The preview was fun Miss. The picture was big and clear)
P	: <i>Jadi kalian sekarang sudah terbiasa menebak apa yang akan dibaca dulu ya?</i> (So, now you habitually to guess what will you read, right?)
S	: <i>Iya Miss. Sekarang kita kalo dikasih judul atau gambar apa gitu, kita langsung kepikiran kira-kira apa ya isinya nanti.</i> (Yes Miss. Now, if we got a picture or a title, we can directly predict about the content of the text.)
P	: <i>Bagus itu. Berarti sudah meningkat itu kemampuan membacanya.</i> (Great. It means your reading skill has increased)
Source: Interview 12	

The researcher also used LCD to make the students easy to do the brainstorming steps.

P	: <i>Tentu saja. Selain itu, apalagi kesan tentang pelajaran hari ini?</i> (Of course. Besides, is there anything else about today's class?)
S	: <i>Lebih menarik Miss. Soalnya pakai LCD.</i> (It was more interesting class Miss because we used LC)
P	: <i>Lha kalau pakai LCD pengaruhnya apa buat pelajaran?</i> (If we used LCD, what was the influence for the lesson)
S	: <i>Gambarnya kan di slide Miss, jadi gede dan jelas. Kalau pakai kertas bosen juga Miss.</i> (The pictures were big and clear in slide show. If we still used printed out pictures, I got bored Miss)
P	: <i>Terus?</i> (Then?)
S	: <i>Kita kan jadi semangat mengikuti pelajaran Miss. Nebak-nebak kata sama isi teksnya jadi enak.</i> (We are motivated in learning the materials Miss. The guessing words and content of the text become more enjoyable.)
Source: Interview 12	

b. Using Classroom English

During the English class, the researcher always tried to make the students familiar with the use of classroom English. In Cycle 2, the students have a good understanding of it.

P	: <i>Oiya sudah terbiasa kan kalau instruksi kelasnya pakai bahasa inggris?</i> (By the way... have you familiar with the English class instruction)
S	: <i>Sudah Miss. Dulu gak tertalu paham tapi sekarang sudah paham kog. Lha Miss Apri tiap hari ngomongnya gitu. Kita dah hafal dah Miss.</i> (Yes Miss. Some meetings ago we did not really understand, but now we got it. It is because Miss Apri always talk like that, so now we can remaind it)

Source: Interview 13

c. Applying The Reading Technique

In the Cycle 2, after the action was conducted, the teacher interviewed the students. At first, the students low motivated to learn about reading technique, but after they know PQIRST technique, they have more motivation to read an English text.

P	: <i>Siap kanbuat post-test?</i> (Are you ready for the post-test?)
S	: <i>Siap Miss. Masih memahami teks kan?</i> (Ready Miss. was it still about comprehending a text?)
P	: <i>Iya. Memangnya kalian sudah paham semua materinya?</i> (Yes. Did you understand all the materials?)
S	: <i>Paham kog Miss. Nanti kita pake PQIRST teknik dulukan Miss?</i> (Sure. I understood Miss. We still used PQIRST technique, right?)

(continued)

(continued)

- P : Iya. Coba jelasin apa yang sudah kalian pahami?*
(Of course. Could you tell what have you learn?)
- S : PQRST itu teknik membaca. Preview, question, read, summarize terus di-teskan Miss. Teksnya masih hortatory kan Miss.*
(PQRST technique was a reading technique. It was consist of Preview, question, read, summarize, then the last was Test. we also learn hortatory text)
- P : Iya. Memang cuma teks itukog yang diijinkan Bu Herni untutk diajarkan. Itu teks apa coba?*
(Yes. It was the only text that Mrs. Herni allowed me to teach you. What about the text?)
- S : Teks yang ada alasan buat melakukan atau tidak melakukan itu Miss*
(The text was text that content of something to do or not to do.)
- P : Misalnya?*
(Example, please)
- S : Misalnya kenapa harus berhenti merokok atau kenapa ada home schooling. Kayak gitukan Miss?*
(For example why we should stop smoking or why choose home schooling. Am I Right Miss?)
- P : Iya... dah pada pinter ya. Selamat ya...*
(Good. That's right. All of you are smart students. Congratulation for your great effort in study)

Source: Interview 14

d. Selecting daily Context for The Text Topics.

In the Cycle 2 the researcher still use familiar text as the reading materials.

The familiar topics makes the students easy to understand the text.

S : *Soalnya teksnya enak topiknya Miss. Jadi kita gampang memahaminya. Kayak korupsi. Kita semua kan juga dah paham apa itu korupsi.*
(Because the topics of the text were familiar so we easy to understand it. For example, corruption. We already know it)
P : *Topiknya berarti sangat berpengaruh ya.*
(The topics were really influenced your reading, Right?)
S : *Iya Miss*
(Yes Miss)
Source: Interview 14

d. Conducting a Game

In Cycle 2, a game still had been successfully implemented. The researcher asked the students to answer some random oral speaking in the end of the class. The students interested to answer the question although some of their answers were incorrect answers.

P : *Ada lagi yang kalian sukai?*
(Is there anything that you like in our class?)
S : *Yang kuis di akhir kelas boleh juga tu Miss. Bikin gak ngantuk.*
(the quiz in the end of the class, that was fun)
P : *Tadi kamu ikut menjawab gak di kuisnya?*
(Did you join in the quiz?)
S : *Aku ikutan njawab kog Miss. Tapi ada ada yang salah juga Miss.*
(Sure. But, my answer was sometime it was correct and sometime it was incorrect answers Miss)
P : *Gak apa-apa. Namanya juga belajar. dinikmati kalo belajar itu.*
(It was okay. We were still in the learning process. You just need to enjoy it.)
Source: Interview 13

e. Applying Group work/Pair work/individual work

The researcher implemented this activity to motivate the students in the teaching and learning process. The students shared their knowledge to each other.

P	: <i>Bagaimana pelajaran hari ini?</i> (What about today's class?)
S	: <i>Biasa-biasa aja sih Miss. Hari ini kayaknya banyak latihan individu. Itu diambil nilainya gak Miss?</i> (Just as usual Miss. Today, there were many individual practice. Did you take the mark Miss?)
P	: <i>Iya. Kemaren-kemaren kan kita belajar text bareng dan mengerjakan tugas-tugasnya bergroup. Sekarang kita tingkatkan ke latihan individu. Biar kalian tambah meningkat kemampuan membacanya.</i> (Yes. Yesterday, we learned the text in group work and now we tried to do the practice individually. That was to improve your reading skill)
S	: <i>Iya Miss. Ternyata latihan bergroup itu membantu ya Miss. Sekarang kalo mengerjakan sendiri sudah lumayan pe-de.</i> (Yes Miss. Because we already learned in group work, now have confidences to do the task individually.)
Source : Interview 13	

5. Summary of Cycle 2

Based on the reflection above, there were some actions that were successful but some others were unsuccessful. They were:

a. The successful actions

1. The students were enthusiastic to learn a technique of reading.
2. The students were not sleepy in the classroom because they have higher motivation in learning than before.
3. The students participated actively in the teaching and learning process by enjoying the group/individual work and a game.

4. The use of LCD and picture can help to gain student's motivation in learning English.
5. The use of quizzes were help to gain student's involvement in the teaching and learning process

b. Table 9. Student's Pre-test and Post-test Score

No	Name	Score	
		Pre-test	Post-test
1.	Aktin Pratiwi	48	46
2.	Aulia Refda A.	-	-
3.	Dwi Windianto	36	43
4.	Fitria Nur Anisa	32	43
5.	Giffaya	64	46
6.	HanyCatur	36	36
7.	Mumtaz A	-	40
8.	Nur Humam	24	33
9.	Resta Suryadana	36	43
10.	Roy Rinaldi	-	43
11.	Tri Setiyawan	28	40
12.	Rahmat Hidayat Nasution	28	56
13.	M. Romadhon	-	43
14.	Putu Zaragoza	-	63
	Total	332	575
	Mean	36.89	44.23

Based on the table of Pre-test and Post-test score, the student's reading comprehension has improved. It was proved by the increase of the score from 36.89 to 44.23 ($44.23 - 36.89 = 07.34$).

- c. The research findings are summarized in Table.10

Table 10. Description of Findings in Pre-condition, Cycle 1 and Cycle

2.

No	Pre-condition	Cycle 1	Cycle 2
1	The student could not comprehend the text.	The students were able to comprehend the text. However, some students were still confused in implementing PQRST technique.	The students were able to comprehend the text. They were able to use PQRST technique and found the main idea. Thus, they could comprehend the text better than in Cycle 1.
2	The students could not implement PQRST technique.	The students were able to implement PQRST technique in their reading activity. However, nearly the students could implement PQRST technique in a group work.	The students were able to implement PQRST technique in their reading activity. However, nearly the students could implement the PQRST technique individually better than Cycle 1.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

Chapter V deals with three points. They are conclusion, implication, and suggestion. These points are presented as follows.

A. Conclusions

After conducting the research, there were some points as the findings of the actions. The findings were presented below:

1. The changes in the English teaching and learning process.

The implementation of previewing (P) and question (Q) steps in pre-reading activity was effective. The discussion of the new vocabulary in these steps was done through some ways namely by guessing topics or title, learning from previous experiences, learning from a picture related to the text, and implementing 5W1H question form. It could help the students to enrich their vocabularies and to get closer with the topics. It could help the students in dealing with their difficulties when they were faced new vocabulary in a text.

2. The changes happening to students.

The implementation of various materials with familiar topics made the students highly motivated in the teaching and learning process. Besides, it became more effective when the materials were delivered by using interesting media such as LCD or pictures. The research made the students more motivated in reading activity. It was because they had already known how to read well. They could use PQIRST technique when they wanted to read an English text.

B. Implications

The research findings showed that student's reading comprehension in English teaching and learning process has improved. Compared with the students' reading comprehension in the previous condition, the present students' reading comprehension skill of social class XI of SMA PIRI 1 Yogyakarta has improved. It was related to the actions given in the classroom using the PQIRST technique and using classroom English effectively. Both the successful and unsuccessful actions have some implications. They are described below:

1. In reference to the data analysis in this research, the use of the PQIRST technique is believed to be effective to improve students' reading comprehension skill. The use of PQIRST technique could improve the student's reading comprehension in the English teaching and learning. It implies that teacher should know about kinds of reading techniques that are interesting for the students. By using PQIRST reading technique, students would be easier to understand the meaning of the text, then they could comprehend the content of the text easier. The students find it easier to comprehend English sentences and reading texts when they apply PQIRST technique because this technique linked the previous knowledge with the new knowledge in the text.
2. The use of various media was successful in motivating, drawing, and maintaining students' attention. Instructional media like pictures would make the students more interested and engaging in the English teaching and

learning process. Teachers should be creative in producing media that could be used in teaching and learning process.

3. The use of classroom English in giving instructions and explanations supported by gestures, repetitions and familiarizing the students with the spoken language mixing Indonesian and English in the instructions helped the students to comprehend a text better. That was done with the intention of keeping their movement. It implies that though speaking in English, the teacher is able to make sure that students understand what they have to do in activities..
4. The students are not sleepy in the classroom and they have good intention to the teaching and learning process because of interactive. Implementing some actions such as giving an oral warning and asking the students to do the task seriously would make the students keep their attention to the teaching and learning process so that they would not be sleepy in the classroom. Those techniques helped the teacher to handle the students so that the teaching and learning process could run well. It implies that teachers should not regard this problem as simple one and then neglect it. In fact, it is a serious problem that can affect the teaching and learning process.

C. Suggestions

The researcher had limitations related to the time, facilities and academic schedule. In addition, the researcher realized that her knowledge in

doing the research and conducting the teaching and learning process is still limited. In other case, timing influenced the research because the schedule of holidays and examinations took place simultaneously when the research was on progress.

Based on the conclusion and implications that have been explained above, some suggestions will be directed toward the English teacher, headmaster, class teacher, and other researcher. After conducting this research, the researcher offers several recommendations for English teachers and other researchers as presented below:

1. To the English teacher

It is necessary for the teacher to improve the quality of the teaching reading comprehension by employing various reading activities which are enjoyable and motivating to improve the students' reading comprehension ability. The teacher can use PQIRST technique to improve various reading activities in the teaching and learning process related to the reading skill.

2. To the other researcher

This research is focused on improving the student's reading comprehension using PQIRST technique. For the other researcher, it is necessary to look for and try out other activities so that the learning activities will be more various. Furthermore, in doing similar research, the reading materials and the reading tasks could be modified based on the student's learning ability and interest.

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APPENDICES

APPENDIX A

Field Notes

Field Note 1

Hari/Tanggal/Waktu : **Senin, 1 April 2013**
Keperluan : **Menyerahkan surat ijin penelitian**
P : **Peneliti**
KS : **Kepala Sekolah**
KH : **Kolaborator (Herni Candra, S.Pd)**

P datang ke SMA PIRI 1 Yogyakarta sekitar pukul 09.00. P langsung ke kantor dan menemui KH di ruang guru. Karena sudah membuat janji sebelumnya, KH sudah menunggu P di ruang guru. P langsung bersalaman dan menunjukkan surat ijin penelitian pada KH. Setelah mengecek surat ijin tersebut, KH lalu meminta P segera menemui KS. P berjalan menuju kantor KS. P mengetuk pintu dan masuk menemui KS. P duduk dan langsung menyerahkan surat ijin penelitiannya pada KS. KS memeriksa kelengkapan surat ijin penelitian yang diserahkan oleh P. setelah itu P menjelaskan bahwa kelas yang dipakai adalah kelas XI IPS dan penelitiannya mulai pekan itu juga. Jadwalnya setiap hari rabu dan kamis. KS menjelaskan agar P mencatat dengan baik tanggal-tanggal aktif dan tidak aktif di sekolah. KS meminta agar penelitian yang dilakukan tidak boleh sampai mengganggu kegiatan yang ada di sekolah. P menjelaskan bahwa dia telah mendapat informasi tanggal aktif dan tidak aktifnya pelajaran di sekolah. Rencananya penelitiannya akan selesai akhir april atau paling lambat mei awal. KS juga menyampaikan bahwa sekolah sangat terbuka jika ada mahasiswa UNY yang mengadakan penelitian di sekolah. Hal itu juga sangat membantu guru-guru yang ada di sekolah. Selain itu juga, KS meminta P untuk intensif koordinasi dengan guru bahasa inggris di SMA PIRI 1 yakni Bu herni dan Pak Didik. Sekitar 10.00 P berpamitan pada KS untuk meninggalkan sekolah.

Field Note 2

Hari/Tanggal/Waktu : **Selasa/9 April 2013/09.30**
Keperluan : **Pertemuan ke-1**
P : **Peneliti**
S : **Siswa**
KH : **Kolaborator 1 (Herni Candra, S.Pd)**

Jam 09.50, P tiba di sekolah. P menyapa beberapa petugas di Ruang TU yang ada di bagian depan sekolah. P bertanya pada petugas TU apakah KH sudah di sekolah atau belum. Salah satu petugas TU menjawab bahwa KH sedang mengawasi Try Out UAN kelas 3 di lantai 3 dan P diminta untuk menemui guru yang lain, Pak Didik yang sedang jaga di meja piket. P mengucapkan terima kasih pada Petugas TU dan langsung ke meja piket menemui Pak didik. Pre-test yang

dilakukan oleh P mengambil jam pelajaran Pak Didik. Jadi, hari itu P lebih banyak berhubungan dengan Pak Didik.

Sampai di meja piket, P menyapa Pak Didik yang sedang menulis laporan piket hari itu. Pak Didik lalu mengajak P untuk ke Ruang Guru untuk persiapan sebelum masuk kelas. Jadwal masuk kelas P adalah jam ke-5-6. Tapi ternyata ada perubahan. Jam 5-6 Sosiologi dan jam 7-8 untuk pelajaran Bahasa Inggris. Namun karena ada keperluan di luar, guru Sosiologi tidak dapat mengajar. Dengan beberapa pertimbangan tentang pre-test yang terus terunda, akhirnya Pak Didik menyarankan untuk pre-test di jam pelajaran Sosiologi yang kosong dan langsung dilanjutkan dengan Meeting 1 (RPP 1). Setelah mengecek persiapan untuk pre-test dan semua sudah siap, jam pelajaran ke-5 P diantar oleh Pak Didik menuju kelas XI IPS di lantai 2 untuk melaksanakan pre-test. Pak Didik masuk kelas diikuti oleh P. Kelas ramai menyambut Pak Didik dan P. Beberapa S bertanya, “lhoh...mbak ngapain disini lagi? Mau KKN lagi?”. P hanya tersenyum dan menjawab, “iya nih...ada urusan disini lagi”. S yang lain juga menyampaikan, “kangen ya miss sama kita-kita?”. P menjawab, “iya nih...miss you so much”. Setelah meletakkan tas di meja guru, P lalu berdiri di samping Pak Didik yang sudah ada di depan S. Pak Didik meminta S untuk tenang. Setelah kondisi cukup tenang, Pak Didik memperkenalkan P dan maksud tujuannya ada di sekolah. Pak Didik menjelaskan bahwa P akan melakukan penelitian dalam bidang bahasa Inggris. S merespon dengan antusias pengumuman yang disampaikan oleh Pak Didik. P memang tahun lalu KKN-PPL di SMA PIRI 1 jadi S sudah hafal dan akrab dengan P. Setelah cukup mengenalannya, Pak Didik mempersilakan P untuk memulai pre-test dan mengambil tempat untuk mengamati Pak Didik dan S selama di kelas.

P mengucapkan salam dan menanyakan kabar S. Beberapa S baru masuk ke ruang kelas dan langsung ramai karena melihat yang ada di kelas adalah P dan bukan Pak Didik ataupun KH. Ada juga yang baru berkenalan dengan P karena dia adalah murid pindahan yang baru masuk setelah program KKN-PPL yang dilaksanakan oleh P selesai. Setelah kondisi tenang P langsung menyampaikan apa yang akan dilakukan saat itu. P menjelaskan pre-test dan aturannya kepada S. P membagikan soal kepada S. Beberapa S langsung membolak-balik kertas soal dan menyampaikan, “yah... miss... miss... kog susah ki miss?”. S yang lain ikut berkomentar, “iya ki miss...aduh opo ki jawabane?”. P menyampaikan kepada S untuk mengerjakannya dengan serius dan jujur-individu. Awalnya ada yang mengeluh, tapi karena ada S yang langsung serius mengerjakan dan ikut serius juga. Mungkin takut tertinggal dari S yang lain. Selama S mengerjakan soal pre-test, P terus mengawasi dan memastikan S mengerjakan sendiri-sendiri. Saat kondisi benar-benar tenang, P mengeluarkan kamera dari tas dan mengambil beberapa gambar untuk dokumentasi. Ada S yang kaget, narsis minta di foto, malu dan tidak mau di foto ataupun tidak merespon dan tetap serius mengerjakan soal. 10 dan 5 menit sebelum waktu mengerjakan pre-test habis, P mengingatkan S agar memastikan semua soal sudah terjawab, menuliskan nama juga nomor presensi. Waktu mengerjakan soal pre-test habis, P meminta S untuk mengumpulkan jawaban mereka. Selesai mengumpulkan jawaban, P langsung memberikan salam penutup. Tapi para S langsung ramai tertawa karena P pamitan

dan nanti jam selanjutnya akan masuk lagi untuk mengajar (RPP 1). P menemui Pak Didik untuk meminta Observational-guide lines selama pre-test berlangsung.

Field Note 3

Hari/Tanggal/Waktu : Kamis/11 April 2013/11.30
Keperluan : Pertemuan ke-2
P : Peneliti
KH : Kolaborator 1 (Herni Candra, S.Pd)
KY : Kolaborator 2 (Yuni Utami)

Sekitar pukul 11.40, P dan KY sudah sampai di SMA PIRI 1 Yogyakarta. Keduanya langsung menuju ruang guru dan menemui KH. Setelah bercakap-cakap sebentar tentang persiapan mengajar, P dan KY ke mushola sekolah untuk sholat dhuhur terlebih dahulu. Selesai sholat dhuhur, P dan KY menunggu bel berbunyi untuk masuk kelas XI IPS.

Pukul 12.15, bel masuk berbunyi. Siswa masih banyak yang diluar kelas. P dan KY langsung menuju kelas XI IPS di lantai 2. P masuk kelas dan disambut ramai para siswa. KY langsung memposisikan diri di belakang kelas sambil membawa kamera untuk dokumentasi.

P membuka kelas dengan *assalamu'alaikum wr wb.... Good afternoon everyone*. Para siswa menjawabnya sambil masih asyik dengan aktivitasnya masing-masing. P mengulangi salam sambil berjalan mengelilingi kelas dan akhirnya siswa pun mulai fokus memperhatikan P. sebelum memulai materi hari itu, P memberikan kuis di awal. P meminta S untuk menjelaskan teknik membaca yang sudah diterangkan di pertemuan sebelumnya. Ternyata masih banyak yang belum paham. P kemudian menjelaskan kembali apa itu *PQRST Technique* dan bagaimana cara menggunakannya.

Setelah dirasa cukup, P meminta siswa untuk berkelompok. Masing-masing kelompok berisi 3 orang. Posisi duduk antar kelompok juga dibuat agak berjauhan. P lalu menuliskan *School Uniform* di papan tulis dan menanyakan pada siswa apa yang mereka pikirkan tentang kata yang dituliskan di papan tulis. Sebelumnya mereka sudah diberi *PQRST Learning Log*. P meminta siswa untuk menulis di bagian P (*Preview*) apa saja yang terpikirkan setelah membaca kata *School Uniform*. Sambil berkeliling kelas, P memantau pekerjaan masing-masing kelompok.

Kemudian P memberikan pertanyaan tentang sisi negatif dan positif dari adanya *School Uniform*. Ada siswa yang justru bermain HP dan akhirnya P mendekati dan menegurnya agar fokus pada pelajaran dulu. Setelah siswa cukup mempunyai modal membaca, P memberikan teks pada masing-masing kelompok. Ada yang bereaksi cukup tertarik. Ada yang menyampaikan "*aduh Miss... males ah mbaca. Pusing aku...*" P kemudian menjelaskan ini adalah kerja kelompok, jadi dilakukan bersama-sama, jika ada yang kurang paham nanti juga akan dibahas bersama-sama. Selesai membaca, P meminta siswa untuk menulis kata-kata yang sulit dibuku tulisnya masing-masing agar bisa dipelajari lagi di rumah. P

membantu siswa untuk *guess the meaning* berdasarkan konteks yang ada dalam teks. Kemudian P memberikan lembar latihan untuk dikerjakan berkelompok. P tetap sambil berkeliling kelas sambil mengamati bagaimana Ssiswa mengerjakan soal-soal yang diberikan. Setelah selesai mengerjakan, hasilnya ditukar dan dibahas bersama-sama.

Sebagai penutup kegiatan inti, P menanyakan jenis teks yang dibahas hari itu. Ternyata ada yang sudah paham dan ada yang belum. P meminta siswa yang sudah cukup paham untuk menjelaskan jenis teks yang dipelajari hari itu pada teman-temannya di kelas. P kemudian mengucapkan terima kasih pada siswa tersebut dan menjelaskan kembali tentang *Hortatory Exposition Text* secara lebih lengkap.

Jam pelajaran bahasa inggris hampir habis. Para siswa sudah mulai mengemasi buku-buku. Karena memang ini jam terakhir. P segera menyimpulkan materi yang hari ini dipelajari. Karena pekan depan libur selama seminggu (kelas XII UAN), P memberikan tugas untuk siswa agar mereka mencari dan mempelajari tentang *Hortatory Exposition*, bisa *browsing* di internet juga. Doa bersama penutup pelajaran sudah terdengar dari *speaker* sekolah. Para siswa duduk diam mendengarkan. P lalu mengucapkan terima kasih untuk kerja sama dan usaha keras masing-masing siswa hari itu. P memberikan salam penutup.

Field Note 4

Hari/Tanggal/Waktu	: Selasa/23 April 2013/10.00
Keperluan	: Pertemuan ke-3
P	: Peneliti
KH	: Kolaborator 1 (Herni Candra, S.Pd)

Pukul 10.15 bel masuk sudah berbunyi. P segera menuju kelas XI IPS. Begitu sampai di ruang kelas yang biasanya ternyata ruang kosong. P kebingungan. Sudah hampir 5 menit berlalu tapi belum ada yang masuk juga. Biasanya siswa kelas IPS memang agak kurang tertib kalau masuk kelas setelah istirahat. Biasanya masih ada yang di kantin atau duduk-duduk di lorong sekolah. P akhirnya keluar kelas dan berkeliling. Seorang kenalan anak kelas IPA menyampaikan bahwa kelas IPS dipindah ke sebelah timur. P segera bergegas ke kelas yang ditunjukkan oleh anak IPA tadi.

Begitu P sampai di kelas XI IPS, para siswa sudah membuat rencana tersendiri bahwa hari itu tidak ada jadwal pelajaran bahasa inggris. Kelas ramai karena tidak mau diajar bahasa inggris. Mereka mengakuinya jam itu adalah jam pelajaran sosiologi. P kemudian mengajak diskusi pendek bahwa jadwal bahasa inggris dan sosiologi memang ditukar. Jadi hari itu tetap ada pelajaran bahasa inggris. Setelah bisa diterima oleh siswa, P langsung memulai pelajaran dengan memberikan tebak-tebakan *schooling but not in the school / sekolah tapi gak di sekolah*. Ada yang menjawab les privat, kursus, pondok, TPA, madrasah dan lain-

lain. Karena belum ada yang bisa menjawab dengan benar, P memberikan kata kunci selanjutnya *Home*. Setelah itu baru ada yang bisa menjawab *Home Schooling*.

Setelah itu P menanyakan apakah ada diantara siswa yang pernah ikut *Home Schooling*. P mengajak para siswa untuk *brainstorming* bersama tentang *Home Schooling*. P membagi kelas menjadi dua kelompok. Tugas kelompok 1 mencari sisi negatif *Home Schooling* dan kelompok 2 mencari sisi positif *Home Schooling*. Setelah mereka cukup membahas topic *Home Schooling*, P memberikan targetan belajar hari itu dan membagikan teks *Home Schooling* pada seluruh siswa. Karena sudah banyak dibahas sebelumnya, siswa cukup mudah memahami teks yang diberikan. P hanya menjelaskan tentang *action verb* dan *connectives*. P kemudian secara acak meminta siswa untuk menyampaikan isi teks menurut pendapat pribadi masing-masing. Setelah itu P memberikan lembar latihan berupa pilihan *true or false*. Cara menjawabnya dibuat hadiah poin dan yang salah menjawab bisa langsung direbut oleh yang lain poinnya. Para siswa ramai menjawab soal-soal yang ada. Tiba-tiba bel ganti pelajaran sudah berbunyi. Karena masuknya agak telat jadi tidak terasa kelas sudah selesai. P langsung menyimpulkan apa yang sudah dipelajari hari itu dan langsung memberikan salam penutup.

Field Note 5

Hari/Tanggal/Waktu	: Selasa/30 April 2013/10.00
Keperluan	: Pertemuan ke-5
P	: Peneliti
KH	: Kolaborator 1 (Herni Candra, S.Pd)

Pukul 10.15, P memasuki kelas XI IPS. Hanya ada beberapa siswa di kelas. P mengucapkan salam dan menanyakan kabar pada siswa-siswa setelah mereka libur seminggu karena kelas XII sedang ujian nasional. “*Have you fun in your long holiday?*” P bertanya pada siswa. “*Fun banget Miss*” salah satu siswa menjawab. “*Iya Miss...maen mulu Miss*” siswa yang lain ikut memberikan jawaban. Untuk beberapa menit, kelas ramai menceritakan liburan masing-masing.

P lalu mulai membuka pelajaran dengan membahas tempat-tempat wisata yang dikunjungi siswa saat liburan. Setelah siswa menyebutkan nama-nama tempat wisata, P menanyakan pada siswa, “*can you guess what our topic is today? This is related with your answer before*”. Siswa ada yang menjawab pariwisata, liburan, budaya, dan lain-lain. P kemudian membenarkan bahwa “*today's topic is culture*”. P memimpin siswa untuk *brainstorming* tentang topik itu. Setelah cukup *brainstorming*, P memberikan pertanyaan sebuah judul teks, *Indonesian People Should Value All the Different Cultures to Promote Unity of*

the Nation dan gambar-gambar tentang *cultures*. Siswa ramai saling berdiskusi dengan teman sebelahnya tentang apa yang diberikan oleh P. Setelah berdiskusi dengan teman sebangku, siswa dapat mengerti maksud judul tersebut. Tiba-tiba ada siswa yang menampakan, “*ya Iyalah Miss... Indonesia kan macem-macem gitu. Harus dijaga semuanya. Biar gak diambil lagi. Reog lho Miss*”. Semua siswa tertawa, mungkin ini adalah cara bercanda siswa pada P karena P berasal dari Ponorogo, tempat asal Reog. P lalu menanyakan “*why we should appreciate differences among culture?*” Siswa banyak yang berpendapat meskipun dalam bahasa Indonesia. Setelah dirasa cukup untuk penguatan *background knowledge*, P lalu memberikan teks *Hortatory Exposition* pada tiap anak. Tanpa diberitahu, para siswa sudah paham bahwa itu adalah tahap R dalam *PQRST Technique*. Para siswa membaca teks secara individu. Banyak yang terlihat menggaris bawahi kata-kata sulit dalam teks yang mereka temukan. P kemudian mengajak siswa saling lempar kata sulit dan siapapun yang tahu artinya bisa langsung menjawab. P dan siswa berdiskusi bersama tentang isi teks. P kemudian meminta beberapa siswa untuk *men-state* apa yang mereka baca.

Jam pelajaran tinggal sekitar 50 menit. P lalu memberikan soal-soal latihan untuk dikerjakan secara individu. P memberi tahu agar siswa mengejakan secara serius karena nanti setiap siswa akan diminta menjelaskan jawabannya jika ditunjuk. Pertemuan kali itu P menyiapkan soal tentang *main idea dan true/false question* untuk mengecek apakah siswa sudah paham konten teks yang diberikan. P memberikan waktu sekitar 30 menit untuk mengerjakan soal. Setelah selesai P menunjuk menunjuk salah satu siswa, Dwi, untuk menjawab soal no 1. Lalu P mempersilakan Dwi untuk menunjuk siswa mana yang akan menjawab soal selanjutnya. Para siswa jadi semangat menjawab karena saling menunjuk teman akrab masing-masing. HC lalu memberitahukan bahwa kelas akan segera berakhir. P mempercepat untuk menyelesaikan kegiatan pembelajaran. Sebelum menutup kelas, P menyimpulkan kegiatan hari itu dan meminta siswa untuk membawa kamus di pertemuan selanjutnya. P mengucapkan salam penutup dan keluar kelas.

Field Note 6

Hari/Tanggal/Waktu	: Kamis/2 Mei 2013/12.00
Keperluan	: Pertemuan ke-5
P	: Peneliti
KH	: Kolaborator 1 (Herni Candra, S.Pd)
KY	: Kolaborator 2 (Yuni Utami)

Pukul 12.15 P dan KY menuju ruang kelas XI IPS. Seperti biasa tidak semua siswa ada di kelas. Masih ada yang diluar. Biasanya mereka di kantin atau duduk-duduk di angkringan depan sekolah. P membuka salam dan menanyakan kabar para siswa. P menyampaikan bahwa ini adalah kelas terakhir bersamanya

dan setelah meeting itu akan ada *post-test*. Ada siswa yang bertanya, “*Miss...berarti besok-besok gak sama Miss lagi gitu?*” P lalu menjawab, “*Yes...you right. After this, you will learn English with Ms. Herni and Mr. Didik*”. Suasana jadi agak tenang. Mungkin karena pertemuan terakhir jadi siswa-siswa tidak enak kalau mau ramai lagi. “*Because this is our last meeting in English class, please do your best. Let’s make this class full of fun. Let’s learn well. Okey*” sambil berjalan mengelilingi kelas, P berusaha menghidupkan suasana kelas yang tiba-tiba jadi diam. Suasana jadi cair kembali dan siswa bersemangat untuk belajar hari itu.

P menunjukkan gambar pada siswa secara manual. Siswa lalu ramai menebak gambar apakah itu. Karena sudah terbiasa *guessing topic*, siswa langsung bisa menebak bahwa gambar itu tentang korupsi. P membenarkan jawaban siswa lalu menuliskan “*Corruption*” di papan tulis. Siswa terlihat senang karena tebakannya benar. P lalu memberikan *lead-questions* dan bersama siswa membuat targetan belajar. Karena itu adalah pertemuan terakhir, maka P akan memberikan kuis cepat-jawab di akhir pelajaran dengan jenis pertanyaan yang beragam. Pertanyaannya tentang *main idea*, *reference*, *guessing word meaning*, dan semua unsur di *reading comprehension*.

P lalu memberikan teks pada setiap siswa. Siswa terlihat tertarik dengan topik korupsi jadi mereka cukup menikmati membacanya. Ada siswa yang mulai saling *guessing word meaning* bersama temannya di kanan-kiri. P dan siswa membahas isi teks bersama. P melempar kesempatan pada siswa terlebih dahulu untuk *men-state* teks yang dibaca. Setelah cukup membacanya, P mulai memberikan pertanyaan pada siswa dengan permainan *Tunjuk temanmu*.

Jam pelajaran hampir berakhir, P *me-review* materi yang diajarkan. Bel sudah berbunyi, P buru-buru mengucapkan terima kasih atas kerja sama semua siswa selama ini. P dan para siswa saling bersalaman untuk perpisahan. Ada siswa yang bertanya, “*Miss Apri dah gak kesini lagi ntar?*” P lalu menjawab, “*Enggak kog. Nanti masih masuk sekali buat Post-test. Biar tahu hasil belajarnya sama Miss Apri*” P lalu meninggalkan kelas.

Field Note 7

Hari/Tanggal/Waktu	: Jum’at/3 Mei 2013/12.15
Keperluan	: Post-test
P	: Peneliti
KY	: Kolaborator 2 (Yuni Utami)

Pukul 12.15 P bersama KY berjalan menuju ruang kelas XI IPS. Cukup banyak yang masuk hari itu. Ada 13 siswa yang masuk. Ada satu siswa yang tidak bisa ikut *post-test* karena masih sakit. P masuk kelas memberikan salam, menanyakan

kabar, dan kesiapan mereka mengerjakan post-test. Para siswa senyum-senyum ketika ditanyakan tentang kesiapan mereka untuk mengerjakan post-test.

P dibantu KY men-setting tempat duduk agar situasi kelas lebih kondusif. Satu meja untuk satu siswa. P meminta agar semua barang-barang dimasukkan dalam tas dan hanya alat tulis yang ada di atas meja. P juga meminta agar HP siswa dimatikan selama post-test. Setelah itu P menjelaskan cara mengerjakan post-test dan lama waktu yang diberikan. Melihat semua siswa sudah siap, P mulai membagikan soal post-test pada mereka. P duduk di depan dan KY duduk dibelakang untuk mengawasi siswa agar tidak berbuat curang.

Siswa terlihat serius mengerjakan post-test. P dan KY beberapa kali mengelilingi kelas untuk mengawasi. KY juga mengambil beberapa foto untuk dokumentasi penelitian. Ketika P memberitahukan bahwa waktu mengerjakan tinggal 10 menit lagi, siswa tampak menoleh ke kanan dan kiri. P lalu mengingatkan agar mereka harus jujur dan mengerjakan sendiri. Waktu mengerjakan selesai, P mengingatkan siswa agar mengecek apakah semua soal sudah dikerjakan. P lalu mengumpulkan soal dan lembar jawaban siswa sambil mengecek apakah ada siswa yang belum menuliskan nama dan nomor presensi di lembar jawaban.

P kemudian menyampaikan terima kasih atas semuanya selama penelitian. P dan siswa saling menyampaikan pesan dan kesan selama penelitian. P lalu memimpin doa sebelum pulang, memberikan salam penutup dan mempersilakan siswa untuk pulang.

APPENDIX B

Interview Transcripts

No : FN.1
Waktu : 27 Maret 2013/ 09.30 WIB
Tempat : Ruang guru
Agenda : observasi dan wawancara awal (penentuan fokus masalah)
P : Peneliti
HC : Ibu Herni Candra, S.Pd (Guru Bahasa Inggris)
GL : Guru lain di SMA PIRI 1 Yogyakarta

P sudah membuat janji bertemu dengan HC hari itu. Sekitar jam 10.00 pagi P datang di SMA PIRI 1 Yogyakarta. Setelah lama tidak ke sekolah setelah KKN, P salam pada petugas TU di lobi sekolah. P lalu menuju ruang guru untuk menemui HC.

P : Assalamu'alaikum.... (P memasuki ruang guru)
 GL : Walaikumsalam... (Beberapa guru menengok ke arah pintu masuk)
 P : (Bersalaman dengan beberapa guru lalu duduk di depan HC)
 HC : Mbak Aprida bagaiman kabarnya, lama tidak kesini?
 P : Alhamdulillah baik Bu. Iya Bu, sudah setengah tahun lebih tidak kesini. Suasananya masih sama
 HC : Ya beginilah sekolah ini Mbak. Rame kan?
 P : (Sambil senyum-senyum) Iya Bu. Rame anak-anaknya. Tadi saya sudah sempat bertemu beberapa siswa yang saya kenal.
 HC : Iya. Rame-rame anaknya. Oiya...jadi gimana Mbak? Ada yang bisa saya bantu?
 P : Jadi begini Bu, dulu sewaktu KKN kan Pak Ali (kepala sekolah) menyampaikan kalau mahasiswa UNY yang KKN disini diijinkan untuk penelitian skripsi disini, jadi saya akan observasi awal dulu untuk penelitian.
 HC : Ya ya ya. Saya juga senang kalau ada mahasiswa yang penelitian disini. Jadi banyak terbantu dan belajar hal baru juga.
 P : Sebelumnya saya mau bertanya beberapa hal dulu pada Ibu, bisa sekarang Bu?
 HC : Iya. Silakan saja Mbak
 P : Biasanya cara-cara apa yang Ibu gunakan dalam mengajar *reading*?
 HC : Kalo *reading* itu susah e Mbak. Sebenarnya memang anak-anak disini agak susah belajarnya. Mereka lebih suka kegiatan ekstra yang seni. Kalo untuk *reading* ya biasanya saya beri teks yang tidak panjang-panjang. Saya beri waktu membaca yang lumayan lama karena memang mereka sulit memahami teks bahasa inggris. Saya juga meminta mereka mencatat kata-kata sulit. Nanti saya beritahu kalau mereka tidak tahu. Kalau untuk

penilaiannya biasanya soalnya jangan banyak-banyak. Nanti mereka malah tidak mau mengerjakan soalnya.

P : Siswanya bisa mengikuti pelajaran Bu? Menikmati aktivitas *reading* di kelas?

HC : Bagaimana ya Mbak...anak-anak itu memang kurang dalam pelajaran bahasa inggris. Motivasi belajarnya juga rendah. Kalau pas *reading* ya biasa saja. Mereka itu lebih suka pada ekstra di sekolah seperti musik dan teater.

P : Kalau materinya Ibu biasa mengambil dari mana saja Bu?

HC : kalau disini ada LKS-nya Mbak. Saya biasanya mengambil dari LKS. Jadi disini tiap anak pegang satu LKS. Sebenarnya ada buku paket di perpustakaan tapi anak-anak tidak suka pakai buku itu. Mereka lebih suka pakai LKS saja. Mungkin juga karena ringan dibawanya. Kalau buku paket kan lebih tebal Mbak

P : Biasanya satu pertemuan bisa menggunakan berapa teks Ibu?

HC : Dengan kondisi anak-anak disini, biasanya satu pertemuan satu teks. Itu pun jangan yang panjang-panjang. Kadang satu teks juga gak selesai satu pertemuan Mbak. Intinya kalau ngasih materi jangan berlebihan. Jangan disamakan dengan anak-anak di SMA negeri yang bagus. Kasian nanti mereka malah putus asa, males belajar kalau mendapat materi yang berat-berat.

P : Ibu biasanya pakai media apa Bu dalam mengajar?

HC : Disini itu ada LCD tapi terbatas Mbak. Ada ruang yang sudah ada LCD-nya tapi biasanya harus rebutan dengan guru lain yang mau pakai juga. Jadi biasanya saya ya hanya pakai LKS saja. Lab. Bahasa juga gak bisa dipakai Mbak. Sudah banyak yang rusak.

P : Kalau melihat siswa-siswa disini, apakah siswanya sudah punya cara khusus dalam membaca Bu?

HC : Kalau cara khusus belum ada ya Mbak. Ya . . . seperti biasanya saya menyiapkan teks, mereka membaca, lalu kita bahas bersama-sama biar sekelas paham teksnya.

P : Hmmm... terkait motivasi membaca siswa disini bagaimana Bu?

HC : Anak-anak disini motivasi belajarnya rendah. Mungkin karena dari modal awal mereka yang kurang. Selain itu, memang mereka itu lebih suka music, teater, yang seni-seni pokoknya Mbak. Tidak hanya bahasa inggris, setahu saya, guru-guru matematika dan pelajaran yang dianggap sulit menyampaikan bahwa kelas XI itu memang tertinggal dalam pelajarannya. Terutama pelajaran yang ada di UAN.

P : Lalu biasanya Ibu memotivasi mereka dengan cara apa Bu?

HC : Biasanya ya saya nasehati pelan-pelan baik di dalam dan di luar kelas. Bicara dari hati ke hati. Yang penting mereka mau masuk kelas dan berusaha untuk terus belajar. Dengan begitu mereka bisa lebih termotivasi. Yang jelas buat mereka nyaman dikelas dulu. Misalnya masuk kelas jangan langsung serius belajar. Bicara santai dulu.

P : Apakah siswa disini sering diberi tugas *reading* Bu?

- HC : Sebenarnya ya saya beri tugas, misalnya silakan baca teks di bab selanjutnya. Tapi ya kebanyakan tidak membaca Mbak.
- P : Tugasnya biasanya teks yang ada di LKS saja atau ada yang lain Bu?
- HC : Pernah saya meminta mereka untuk mencari teks dari buku paket di perpustakaan. Tapi mereka males katanya. Pakai LKS saja katanya. Gini lho Mbak...yang penting mereka ada di dalam kelas saja itu sudah bagus. Saya sering mengajar tapi banyak yang ijin keluar.
- P : Hmmm... begitu ya Bu. Apa siswa disini jarang bertanya atau menyampaikan kesulitannya dalam belajar ya Bu?
- HC : Padahal saya juga sudah bilang ke mereka, kalau ada yang sulit ya tanya saja ke saya. Ada yang tanya. Ada juga yang kalau sulit menerima pelajaran tapi diam saja. Malas tanya katanya.
- P : Kalau dibalik Bu, misalnya ibu bertanya tentang apa yang diajarkan, apakah mereka menjawab Bu?
- HC : Kalau saya beri pertanyaan ya kadang dijawab kadang tidak. Biasanya kalau tidak ada yang mau menjawab langsung saya tunjuk siapa gitu untuk menjawab pertanyaan
- P : Apakah siswa sering memberikan pendapat tentang teks yang diberikan Bu?
- HC : Kadang-kadang iya. Tergantung anak-anak paham atau tidak. Kalau tidak paham biasanya diam atau rame sendiri di kelas.
- P : Apakah siswa sering bertanya atau berdiskusi antar siswa tentang teks yang diberikan?
- HC : Iya sering Mbak. Biasanya tanya ke teman sebangkunya dan yang duduknya dekat. Atau buka HP mereka kan ada kamusnya Mbak.
- P : Jadi kalau ada kata-kata yang sulit biasanya juga diapakan Bu? Apakah mereka mau mencoba memprediksi dulu atau langsung bertanya pada Ibu artinya apa?
- HC : Biasanya kalau tidak paham ya mereka langsung tanya ke teman atau ke saya.
- P : Hmmm...begitu ya Bu. Oiya hari ini saya bisa masuk kelas tidak Bu untuk observasi, hanya duduk dibelakang Bu?
- HC : Oiya ... silakan. Ini jam 10.15 ada kelas. Nanti bisa ikut masuk. Sebentar lagi juga bel masuk
- P : Alhamdulillah bisa langsung observasi hari ini. Kebetulan sekali ada jam bahasa inggris ini ya Bu. Dulu seingat saya kelas XI IPS jadwalnya selasa dan kamis lho Bu?
- HC : Itu dulu Mbak. Biasalah... jadwal disini kan suka berubah-ubah Mbak (Bel masuk kelas berbunyi. HC dan P menuju ke kelas XI IPS. Di kelas, P banyak mencatat apa yang terjadi dikelas selama pelajaran). Selesai kelas bahasa inggris, P dan HC berdiskusi bersama tentang observasi kelas bahasa inggris
- HC : Bagaimana Mbak? Dapat apa saja?
- P : Hehehe... anak-anak masih seperti dulu ya Bu? Masih saja rame sendiri kalau di kelas
- HC : Iya memang begitu mereka.

- P : (Menunjukkan *list* permasalahan yang dicatat oleh P kepada HC) wah banyak ya Mbak.
- HC : (Membaca *list* permasalahan yang diberikan oleh P)
- P : Bagaimana Bu? Kalau saya tertarik ke *reading activity*. Anak-anak masih kesulitan memahami teks bahasa inggris. Kalau diberi teks bahasa inggris, mereka bingung sendiri Bu.
- HC : Oiya bagus Mbak. Kalau saya setuju saja kalau mau mengambil skill reading. Di UAN porsi untuk reading paling besar lho Mbak.
- P : Jadi nanti penelitiannya akan fokus ke *improving reading comprehension* ya Bu
- HC : Bagus itu Mbak. Itu sangat membantu anak-anak kedepannya Mbak. Kalo mau pakai teknik apa saya serahkan ke Mbak Apri saja. Mahasiswa sekarang kan lebih *update* dari pada guru-guru di sekolah.
- P : Kalau pakai *PQRST Technique* bagaimana Bu?
- HC : Bagaimana itu tekniknya Mbak?
- P : Itu singkatan dari *Preview, Question, Read, Summarize* dan *Test*. Dengan teknik ini modal awal membacanya akan dikuatkan jadi sebelum membaca anak-anak sudah tahu gambaran kira-kira teks akan seperti apa.
- HC : Hmm... begitu ya Mbak. Background knowledge nya jadi kuat nantinya. Baiklah... saya sepakat Mbak.
- P : Berarti *improving reading comprehension* dengan *PQRST Technique*. Untuk menyesuaikan dengan kurikulum nanti saya pakai teks apa ya Bu?
- HC : Kalau kelas XI kan *Narrative, Spoof*, dan *Hortatory exposition*. *Narrative* dan *Spoof* sudah saya ajarkan. Berarti Mbak Apri nanti pakai teks *Hortatory Exposition* saja
- P : Siap Bu. Mungkin saya akan mengambil data mulai bulan April Bu
- HC : Lebih cepat, lebih baik Mbak. Takutnya nanti tidak cukup pertemuannya. Segera saja
- P : Iya Bu. Saya usahakan
- HC : Ada yang yang perlu saya bantu Mbak?
- P : Hari ini sudah cukup Bu. Terima kasih banyak ya Bu sudah membantu saya.
- HC : Sama-sama Mbak. Saya juga senang kog kalau ada yang penelitian disini. Ikut belajar
- P : Iya Bu. Sama-sama belajar. Kalau begitu saya pamit Bu
- HC : Iya Mbak. Kalau ada apa-apa SMS saja.
- P : Iya Bu. Assalamu'alaikum (P salaman dengan HC lalu meninggalkan sekolah)

No : FN.2
Waktu : 1 April 2013/ 09.30
Tempat : Ruang kepala sekolah
Agenda : Menyerahkan surat ijin penelitian
P : Peneliti
KS : Kepala sekolah SMA PIRI 1 Yogyakarta

P : Assalamu'alaikum Pak Ali...
 KS : Walaikum salam. Silakan duduk
 P : (P duduk di depan KS)
 KS : Ada yang bisa saya bantu?
 P : Ini Pak. Saya mau menyerahkan surat ijin penelitian.
 KS : Oiya...mana suratnya?
 P : (Menyerahkan surat ijin kepada KS)
 KS : (Membaca surat ijin) kira-kira kapan ini mulai ambil datanya Mbak?
 P : Paling cepat pekan ini, paling lama pekan depan Pak.
 KS : Ya silakan berkonsultasi dengan Bu Herni dan Pak Didik selaku guru bahasa inggris disini. Yang terpenting Mbak, anak-anak dan sekolah sama-sama terbantu. Catat tanggal-tanggalnya, jangan sampai penelitiannya mengganggu jadwal kegiatan di sekolah.
 P : Baik Pak. Jadwalnya sudah saya diskusikan dengan Bu Herni
 KS : Ya kalau begitu segera saja Mbak. Sebentar lagi kan sudah mau ulangan semester 2
 P : Baik Pak. Saya usahakan.
 KS : Ada lagi yang bisa saya bantu?
 P : Sudah Pak. Kalau begitu saya pamit pulang pak. Assalamu'alaikum
 KS : Ya ya.. Walaikum salam

No : FN.3
Waktu : 3 April 2013
Tempat : ruang guru
Agenda : konsultasi soal Pre-test
P : peneliti
HC : Herni Candra, S.Pd (guru bahasa inggris)

P : Assalamu'alaikum Bu (P memasuki ruang guru menuju meja HC)
 HC : Walaikumsalam... silakan duduk Mbak Apri. Sudah dibawa soal *pre-test* yang saya minta?
 P : Ini Bu (memberikan print out soal pre-test pada HC)
 HC : (Membaca-baca soal *pre-test*) 40 soal Mbak?
 P : Iya Bu
 HC : Kalau dikurangi bagaimana? 25 saja bagaimana?
 P : Hehehe... ini kebanyakan ya Bu?
 HC : Iya Mbak. Biasanya ulangan harian mereka segitu Mbak. Takutnya mereka malah gak mau mengerjakan lho Mbak
 P : Baik Bu. Ada lagi yang perlu dikoreksi Bu?
 HC : Ini aja sih Mbak. Teksnya jangan terlalu panjang karena kemampuan bahasa inggris anak-anak rendah Mbak. Topiknya juga jangan terlalu berat-berat
 P : Iya Bu
 HC : Itu aja sih Mbak. Sudah bagus soal-soalnya
 P : Terima kasih Bu. Nanti saya berikan hasil revisinya
 P : Oke Bu.

No : FN.4
Waktu : 23 April 2013 / 12.30
Tempat : Depan kelas XI IPS
Agenda : wawancara evaluasi Cycle I (siswa)
P : Peneliti
R : Resta (Siswa)

P : Evaluasi ngajar...miss apri ngajarnya kurangnya apa? Atau ngajarnya gimana? Apa udah cukup atau gimana?
 R : Udah cukup si...not bad
 P : Hmm. Kalau teksnya. Kan kita reading ya. Teks-teks yang tak berikan itu terlalu sulit, terlalu panjang atau soalnya kurang banyak
 R : Sudah cukup. Mungkin apa ya.... kurang ini si, ya kayak kemaren itu, apa namanya. cara membacanya aja
 P : Cara membacanya ya... kata-kata yang sulit juga atau gimana?
 R : Tingkat kesulitannya
 P : Kalo variasi soalnya?
 R : Dah bagus
 P : Terus, tekniknya? Sudah paham? Atau itu gak mbantu mbak?
 R : Ada beberapa yang masuk ada beberapa yang masih nge-blank. Tapi of all sudah bagus.
 P : Berarti...ya cukup membantulah ya
 R : Cukuplah
 P : Ada saran? Kan minggu depan masih masuk kelas..ee... satu kali ngajar lagi. Eh, masih majar beberapa kali lagi sama *post-test*. Nah..itu ada saran ... biar...ee, ya... kemampuan membacamu itu meningkat kayak gitu misalnya Miss Apri ngajarnya mau seperti apa?
 R : Ya banyakin reading aja
 P : Banyak latihan ya...
 R : Iya banyak latihan
 P : Sudah. Ada saran lagi
 R : Gak
 P : Oke...makasih..
 R : Iya

No : FN.5
Waktu : 23 April 2013 / 12.30
Tempat : Depan kelas XI IPS
Agenda : wawancara evaluasi Cycle I (siswa)
P : Peneliti
Pu : Putu (Siswa)

P : Oke Putu. Bagaimana Miss Apri mengajar?

- Pu : Ntar...Ntar...
- P : Gimana?
- Pu : Bahasa Indonesia?
- P : Iya, gak pa pa
- Pu : Saya sih baru beberapa pertemuan kali ini. Saya lihat ibu mengajar sangat tegas, serius dan mudah dimengerti
- P : Misalnya saya menjelaskan sesuatu, paham gak?
- Pu : Paham
- P : Atau tambah pusing?
- Pu : Pas ibu mengajar saya tidak ada keluhan apapun. Saya bisa paham dengan yang ibu ajarkan
- P : Kalau...kan tak ajarin teknik membaca , itu berguna gak tekniknya?
- Pu : Berguna sekali. Sebabnya, dalam membaca itu kita jadi paham apa isi dari yang kita baca
- P : Sudah paham belum tekniknya itu seperti apa?
- Pu : Sudah.
- P : Coba dijelasin?
- Pu : Yaitu Tekniknya itu PQIRST. P itu *preview* yaitu kita bisa menjelaskan kembali apa dari isi yang kita baca. Kalau yang T, R...Q nya *Question*, yaitu memberikan pertanyaan apa yang kurang jelas atau ada kata-kata sulit. R itu membaca. S..itu *summarize* , itu meringkas. Meringkas apa yang kita telah baca dan diulangi lagi dengan cara meringkas. T... Test yaitu akhir dari bacaan kita yang sudah dibaca dites kembali
- P : Kira-kira...hmmm, sarannya, kan masih ada beberapa kali mengajar lagi ya, sarannya apa, biar apa.hmm.. biar ya kemampuan membaca kalian tambah meningkat kayak gitu? Misalnya Miss Apri ini kurang apa gitu ngajarnya. Menurut kamu, punya saran apa?
- Pu : Saran saya sih, sebaiknya latihannya yang digunakan dengan cara baca-baca cerita. Ya agar kita paham
- P : Kalau selama ini cara mengajar maksudnya...reading yang misalnya Miss Apri ajarkan dengan yang guru bahasa inggris ada perbedaan atau tidak? Atau sama aja? Atau bagaimana?
- Pu : Menurut saya ada perbedaan. Kalau guru saya yang mengajar disini cara mengajarnya beda, mengajarnya dengan langsung membahas pelajaran yang kita bahas, langsung ke materi, kalau ibu biasanya membahas dengan teliti teliti dari a-z
- P : Berarti tekniknya berguna ya?
- Pu : Berguna sekali
- P : Berarti *Pos-test* nya bisa naik ya?
- Pu : Mudah-mudahan
- P : Terus kalau kesulitan membaca, kamu kan pasti punya kesulitan membaca ya entah itu apapun. Misalnya biasanya itu kata-katanya yang sulit atau teks nya terlalu panjang atau apa? Itu biasanya kalau pas saya mengajar masih sering terjadi atau sudah cukup membantu tekniknya?

- Pu : Saya sih kurang paham kata-kata yang sulit soalnya saya tu belum banyak mengetahui tentang kosa kata. Jadi kesulitan saya cuma kata-kata yang sulit
- P : Tapi berarti tekniknya membantu dan sudah dipahami berarti tekniknya?
- Pu : Sudah. Membantu menjawab-jawab pertanyaan kayak main idea
- P : Closing statement? Ayo apa? Buat cara mengajarnya Miss Apri?
- Pu : Saya sih gak bisa ngasih closing statement...hahahha
- P : Hahah...ya udah-ya udah...makasih ya...

No : **FN.6**
Waktu : **23 April 2013 / 12.30**
Tempat : **Depan kelas XI IPS**
Agenda : **wawancara evaluasi Cycle I (siswa)**
P : **Peneliti**
HC : **Herni Candra, S.Pd. Guru Bahasa Inggris**

- P : Pripun bu? gimana komentarnya saya ngajar?
- HC : Yang tadi tu ya..?
- P : Iya
- HC : Ya itu metodenya PQRST. P itu tadi apa ? *Preview*?
- P : Preview. Jadi kita... misalnya teksnya home schooling. Jadi nanti saya menuliskan home schooling di depan terus apa yang kalian tahu. Jadi kita... apa yang anak-anak sudah tahu, Seperti recalling ibu, recalling yang mereka sudah tahu
- HC : Terus? Q..*question*
- P : Q itu *question*. kita buat target belajar. Misalnya kan ada soal yang saya fokuskan untuk mencari main idea. Kita mencari kata-kata sulit, *vocabulary*. Oh...jadi anak-anak tahu apa sebelum dia baca teks, apayang perlu dicari, target belajarnya. Habis itu baru Read. Jadi kalau mereka sudah tahu kira-kira *Home schooling* itu tentang apa, terus mereka sudah tahu, mereka itu...apa yang perlu dicari di teks itu jadi ada modal awalnya sebelum membaca. Lalu di S, *summarize*. Itu nanti kita gabungkan. Mereka tahu apa terus habis membaca itu digabung dengan apa yang mereka sudah tahu , kira-kira teksnya isinya apa. Intinya seperti memberi *background knowledge* ya bu... begitu, baru di tes. Kalau *reading comprehension* akhir-akhirnya tetep di tes. Begitu bu..gimana bu..? sarannya?
- HC : Kalau saran...ya...metodenya sudah bagus ya. Karena bisa untuk acuan saya untuk ngajar juga di kelas yang lain. Cuma memang harus suaranya harus lebih keras dan tegas
- P : Iya bu...dulu pas KKN-PPL kan juga masalahnya kan itu ya bu , suara saya. Makanya kadang-kadang saya minta anak-anak untuk duduk di depan. Ya kalau di awal kelas duduk di depan, tapi kalau sudah mulai ngerjain itu muter-muter lagi mereka. Ya itu bu factor dari saya. Kalau anak-anak bagaimana bu? Apakah cukup antusias atau bagaimana bu?

- HC : Sedengan ya...sedengan... kalau misalnya di P, *preview* bisa pakai gambar-gambar
- P : Oh iya bu. Biasanya saya juga pakai gambar. Misalnya teks pertama dulu itu kan korupsi jadi saya berikan gambar tikus dan uang. Jadi tak suruh menebak kira-kira kalau ada gambar gini, apa ini? Ah itu koruptor Miss. Kalau gak, pengalaman Bu... misalnya teksnya *home schooling*, ada yang pernah *home schooling*? Jadi cerita-cerita dulu. Brainstorming dulu
- HC : Iya..iya...memang harus begitu. Diawali dengan brainstorming aja. ya...masing-masing guru beda-beda *brainstorming* nya , bisa berupa pertanyaan, bisa berupa gambar, kasus...macam-macam
- P : Jadi saran untuk kedepannya suara ya bu...ketegasan
- HC : Iya.. mungkin karena lagi tenggorokannya sakit sekarang. Nanti besok kalo sudah sembuh ya enggak lagi
- P : Iya bu. Lagi radang bu... tadi juga anak-anak juga complain ...eh Miss..kog pake jaket? Iya lagi ini. Miss Apri kedinginan kog kalian kepanasan. Oiya bu Refda itu gak paham tekniknya. Setelah saya cari tahu, dia pernah masuk kelas saya. Pas *pre-test* dia gak ikut, pertemuan di *cycle* 1 juga ijin pulang karena sakit jadi belum paham.
- HC : Iya besok aja lihat prosesnya...
- P : Tinggal *post-test*-nya dibuat lebih menarik?
- HC : Hu'uh....iya-iya
- P : Gambar-gambar gitu bu?
- HC : Terserah. Gak harus gambar....terserah mbak Apri saja
- P : O nggih.... Sampun bu, terima kasih...
- HC : Iya...

No : FN.7
Waktu : 30 MEI 2013
Tempat : ruang guru
Agenda : konsultasi soal *post-test*
P : Peneliti
HC : Herni Candra. S, Pd (guru bahasa inggris)

- P : (Menanti HC di ruang guru)
- HC : Sudah lama Mbak menunggu? (berjalan memasuki ruang guru)
- P : Baru sebentar Bu
- HC : Sudah selesai Mbak soal *post-test*-nya?
- P : Sudah Bu. Ini soalnya
- HC : Hmmm... ada 30 soal
- P : Iya Bu
- HC : Ya gak pa-pa 30 soal. Ini ngambil dari mana Mbak?
- P : Dari BSE dan soal-soal ujian nasional Bu
- HC : Ooo... ya yay a. sudah bagus kog Mbak. Saran saya mungkin ada teks yang diberi gambar ilustrasi atau apa gitu biar tambah menarik
- P : Siap Bu. Ada yang lain Bu?
- HC : Sepertinya tidak ada Mbak. Tinggal jalan aja

P : Baik Bu. Nanti saya berikan ke Ibu hasil revisinya
 Hc : Oke Mbak. Saya tunggu revisinya

No : FN.8
Waktu : 2 Mei 2013 / 14.00
Tempat : Ruang Guru
Agenda : Wawancara evaluasi Cycle II
P : Penelitian
HC : Herni Candra, S.Pd. Guru bahasa Inggris

P : Akhirnya selesai Bu *Cycle II*. Bagaimana menurut Ibu, apakah sudah ada peningkatan Bu?
 HC : Kalau menurut saya ya sudah cukup meningkat. Walaupun kadang agak lama, tapi anak-anak sudah cukup paham. Mereka juga sudah paham bagaimana teknik membacanya. Sudah berjalan lancar kog Mbak
 P : Kalau begitu saya sudah bisa menghentikan *Cycle II* ya Bu?
 HC : Tentu bisa. Lagi pula pertemuannya sudah banyak, nanti kapan asaya masuk kelas untuk evaluasi seluruh materi kelas XI kalau Mbak apri masih masuk kelas lagi (tertawa bersama P). Sekarang Mbak Apri menyiapkan *post-test* saja.
 P : Ya Bu. Soalnya sudah siap. Kan sudah saya konsultasikan ke Ibu hari Selasa kemaren Bu
 HC : Oiya ya. Aduh ... lupa saya Mbak. (ketawa-ketawa) berarti segera *post-test* saja kalau begitu
 P : Baik bu. Tadi juga sudah saya umumkan kalau akan ada post-test besok
 HC : Sip... semoga besok tidak banyak yang absen
 P : Semoga ya Bu
 HC : (Beres-beres akan pulang)
 P : Kalau begitu saya pamit pulang Bu. Assalamu'alaikum (salaman dengan HC)
 HC : Oiya Mbak. Walaikum salam. Hati-hati ya.
 P : Ya Bu. (P keluar dari ruang guru)

No : FN.9
Waktu : 9 April 2013/ 12:00 WIB
Tempat : Ruang guru
Agenda : Evaluasi meeting 1
P : Peneliti
S : Siswa

P : (Berjalan di depan kelas XI IPS)
 S : Eh ada Miss Apri. Mau ngajar kelas lain ya Miss?
 P : Gak kok. Kalian adalah satu-satunya kelas yang Miss ajar
 S : Trus meh ngapain Miss jalan-jalan galau gini?

P : Ya mau ketemu kalian lah.
 S : Ih...mau ngasih tugas ya. Moh ah....
 P : Hmmmm.....mau tugas ya? Gimana ya....(pura-pura buka buku yang dibawa)
 S : Tu kan.... Mau ngasih tugas. Males banget sih Miss
 P : Hehehehee.... Gak kog. Miss kesini Cuma mau ngobrol aja (P ikut duduk di dekat S)
 S : Yang bener Miss? Perasaanku ke gak tenang e kalo Miss Apri datang
 P : Kalian masih istirahat kan? Ngobrol yuk?
 S : Ada apa e Miss?
 P : Miss Cuma mau Tanya, kalian itu paham gak kalo tak jelaskan pelajarannya pake bahasa inggris?
 S : Ya ngambang sih Miss. Tau sendiri kita kan bahasa inggrisnya jelek. Gak mudeng artinya
 P : Begitu ya. Susah pho teksnya?
 S : Gak sih Miss. Aku nebak-nebak aja. Teksnya kan tentang hidup kita sehari-hari, ringan kok.
 P : Menarik gak teksnya?
 S : Asik-asik aja teksnya Miss. Tebak-tebak kan kayak tadi aja Miss. Seru itu
 P : *Previewing* maksudmu?
 S : Iya Miss. Apalah itu namanya. Yang Cuma pake gambar itu lho Miss.
 P : Iya itu namanya *previewing*. Biar punya modal sebelum baca teksnya. Membantu gak *previewing*-nya?
 S : Mbantu dikit sih Miss. Kita jadi tahu dikit kira-kira teksnya isinya kayak apa. Gak blenk banget kita Miss.
 P : Lha terus apanya yang susah ?
 S : Ya gak minat bahasa inggris Miss.
 P : Yang semangat donk. Keren lho kalo bisa lancar bahasa inggrisnya
 S : Iya-iya Miss. Ntar kalo dah kelas tiga aja belajarnya. Kalo dah mau UAN. Pergi dulu ya Miss
 P : Heh, mau kemana? Miss Apri belum selesai ni ngomongnya
 S : Ngantin Miss. Biasalah...
 P : Kalian ini ya... kalo bel langsung masuk kelas lho
 S : Iya-iya Miss. Santai lho...

No : FN.10
Waktu : 11 April 2013
Tempat : Depan kelas XI IPS
Agenda : evaluasi meeting 2
P : Peneliti
S : siswa

P : Tadi gimana belajarnya sama Miss Apri? Enak gak?

- S : Asik sih Miss. Tapi mbok jangan pake bahasa inggris terus. Bikin males aja Miss-Miss
- P : Lhoh kan namanya juga kelas bahasa inggris. Ya pake bahasa inggris lah. Walau kayaknya susah, tapi kalo sudah terbiasa ya gampang kog
- S : Yang ada kita tambah gak mudeng Miss
- P : Eh tadi teknik yang Miss jelaskan sudah pada paham atau belum?
- S : PQR tadi tho Miss?
- P : PQRST tekniknya. Iya itu maksud Miss Apri.
- S : Agak beribet sih Miss. Biasanya kit abaca ya langsung baca aja. Gak pake tebak-tebak isi dulu
- P : Apanya yang ribet?
- S : Itu lho Miss pake singkatan-singkatan segala. Pake tahap-tahap gitu. Harus urut lagi. Mending langsung baca aja kenapa Miss
- P : Ini kan namanya teknik membaca. Biar tambah mudah memahami teks nantinya
- S : Iya pho Miss...?
- P : Iya. Nanti kita akan banyak latihan menggunakan teknik PQRST di kelas jadi cara membaca kalian bisa terpola dengan baik.
- S : Owh begitu ya Miss. Biar bacanya gak asal-asalan gitu pho?
- P : Iya. Biar jadi pembaca yang baik dan cerdas. Keren kan...
- S : Yo lah Miss. Kita ngikut aja. Asal jangan susah-susah teksnya. Terus gak banyak tugas
- P : Owh...itu bisa diatur kog. Tenang saja anak-anak

No : FN.11
Waktu : 23 April 2013
Tempat : Depan kelas XI IPS
Agenda : Evaluasi meeting 3
P : Peneliti
S : Siswa

- P : Bagaimana pelajarannya tadi? Sudah mulai terbiasa dengan bahasa inggris kan?
- S : Dikit Miss. Tapi tetep enak pakai bahasa Indonesia lah.
- P : Hmm...sudah tiga kali meeting, masih ingat teknik yang Miss ajarkan atau belum?
- S : PQRST kan Miss, gampang Miss. Paham-paham.
- P : Serius ni?
- S : Belum 100% sih Miss. Tapi lumayan lah dari pada pas Miss Apri baru ngajar.
- P : Latihannya tadi pada ngerjain gak?
- S : Kita kerjain kog Miss. Tapi kayaknya salah semua. Heheheh
- P : Lho kog gitu?
- S : Kata-katanya banyak yang kita gak tahu artinya. Asal ngerjain aja Miss
- P : Bukannya kata-kata sulitnya sudah dibahas pas P dan Q *steps*?

- S : Iya sih Miss. Lupa tapi
P : Makanya dicatat. Kalo ada vocab baru biar cepet hafal
S : Males ah Miss. Kan yang penting kita kerjain to tugasnya.
P : Tapi kalo asal ngerjain aja, hasilnya juga gak bagus
S : Iya Miss...aduh Miss Apri ki cerewet amat sih
P : Miss mau tanya apa yang menyenangkan di kelas miss?
S : Apa ya.....itu Miss, ada yang dikerjainnya bergroup itu lho Miss. Neh....enak tu. Kan enteng jadinya.
P : Ohw...begitu
S : Iya Miss. Kalo pak paham bisa langsung Tanya aja sama yang lain. Jadi gak bingung sendirian
P : Ya gak bisa gitu. Semuanya ya harus ikut berpikir kalau kerja group
S : Iya-iya Miss. Kita bantu mikir tapi yang nulis jawabannya satu orang aja. Yang tulisannya bagus aja...heheheh
P : Lebih seru lagi kalo pake games-games gitu Miss. Berutan gitu jawabnya

No : FN.12
Waktu : 25 April 2013
Tempat : Depan kelas XI IPS
Agenda : Evaluasi meeting 4
P : Peneliti
S : Siswa

- P : Bagaimana menurut kalian pelajaran hari ini?
S : *Preview*-nya lebih asik Miss. Gambarnya gede dan jelas. Tebak-tebakkan sendiri lagi. jadi tambah seru.
P : Jadi kalian sekarang sudah terbiasa menebak apa yang akan dibaca dulu ya?
S : Iya Miss. Sekarang kita kalo dikasih judul atau gambar apa gitu, kita langsung kepikiran kira-kira apa ya isinya nanti.
P : Bagus itu. Berarti sudah meningkat itu kemampuan membacanya.
S : Iya Miss?
P : Tentu saja. Selain itu, apalagi kesan tentang pelajaran hari ini?
S : Lebih menarik Miss. Soalnya pakai LCD.
P : Lha kalau pakai LCD pengaruhnya apa buat pelajaran?
S : Gambarnya kan di slide Miss, jadi gede dan jelas. Kalau pakai kertas bosen juga Miss.
P : Terus asyik gitu kalo main tebak-tebak kata?
S : Asyik loh miss. kita kan jadi semangat tebak-tebakkan. Yang permainan itu lho Miss. Nebak-nebak kata sama isi teksnya jadi enak.
P : Seneng kalian?
S : Iya dong Miss. Belajar tapi sambil main aja. Ternyata mbaca bahasa inggris bisa dibuat main-maian juga.
P : Boleh. Tapi hiburannya Cuma bentar-bentar aja ya. Kita harus tetap fokus belajar.

S : Iya-iya Miss.

No : FN.13
Waktu : 30 April 2013
Tempat : Depan kelas XI IPS
Agenda : Evaluasi meeting 5
P : Peneliti
S : Siswa

P : Bagaimana pelajaran hari ini?
 S : Biasa-biasa aja sih Miss. Hari ini kayaknya banyak latihan individu. Itu diambil nilainya gak Miss?
 P : Iya. Kemaren-kemaren kan kita belajar text bareng dan mengerjakan tugas-tugasnya bergroup. Sekarang kita tingkatkan ke latihan individu. Biar kalian tambah meningkat kemampuan membacanya.
 S : Iya Miss. Ternyata latihan bergroup itu membantu ya Miss. Sekarang kalo mengerjakan sendiri sudah lumayan pe-de.
 P : Lha yang pekerjaan individu tadi sudah dikumpulkan semua kan?
 S : Sudah Miss.
 P : Oiya sudah terbiasa kan kalau instruksi kelasnya pakai bahasa inggris?
 S : Sudah Miss. Dulu gak tertalu paham tapi sekarang sudah paham kog. Lha Miss Apri tiap hari ngomongnya gitu. Kita dah hafal dah Miss.
 S : Terus nilainya diserahkan ke bu Herni gak Miss?
 P : Ya iyalah. Laporannya tak kasih ke Bu Herni lho.
 S : Aduh...dapat nilai berapa ya aku Miss.
 P : Lumayan kog. Makanya kalo ada latihan di kelas tu dikerjakan serius lah
 S : Kita serius kog Miss. Hehehe
 P : Serius kog di kelas ribet main sendiri?
 S : Kan biar gak bosan Miss
 P : Apalagi yang bikin kalian gak bosan di kelas?
 S : Yang kuis di akhir kelas boleh juga tu Miss. Bikin gak ngantuk.
 P : Tadi kamu ikut menjawab gak di kuisnya?
 S : Aku ikutan njawab kog Miss. Tapi ada ada yang salah juga Miss.
 P : Gak apa-apa. Namanya juga belajar...dinikmati kalo belajar itu.
 S : Iya Miss. Seneng kog di kelas Miss Apri
 P : Ah...kalian itu

No : FN.14
Waktu : 2 May 2013
Tempat : Depan kelas XI IPS
Agenda : Evaluasi meeting 6
P : Peneliti
S : Siswa

- P : Ini hari terakhir Miss Apri ngajar kalian lho?
- S : Hah, sudah tidak masuk kelas kita lagi Miss?
- P : Masih masuk kog. Besok terakhir buat post-test. Kalian siap-siap lho. Belajar yang rajin.
- S : Buat ngecek hasil belajar pas sama Miss Apri ya?
- P : Betul sekali. Dulu kan *pre-test*, nah sekarang post-test.
- S : Owh...
- P : Siap kan buat *post-test* ?
- S : Siap Miss. Masih memahami teks kan?
- P : Iya. Memang kalian sudah paham semua materinya?
- S : Paham kog Miss. Nanti kita pake PQRSST teknik dulu kan Miss?
- P : Iya. Coba jelasin apa yang sudah kalian pahami?
- S : PQRSST itu teknik membaca. *Preview, question, read, summarize* terus *di-test* kan Miss. Teksnya masih *hortatory* kan Miss.
- P : Iya. Memang Cuma teks itu kog yang diijinkan Bu Herni untuk diajarkan. Itu teks apa coba?
- S : Teks yang ada alasan buat melakukan atau tidak melakukan itu tho Miss.
- P : Misalnya?
- S : Misalnya kenapa harus berhenti merokok atau kenapa ada *home schooling*. Kayak gitu kan Miss?
- P : Iya... dah pada pinter ya. Selamat ya...
- S : Soalnya teksnya eanak topikny Miss. Jadi kita gampang memahaminya. Kayak korupsi. Kita semua kan juga dah paham apa itu korupsi.
- P : Topiknya berarti sangat berpengaruh ya.
- S : Iya Miss
- P : Hmmm...
- S : Oiya besok tesnya pilihan ganda kan Miss?
- P : Iya seperti tes di awal itu. Pilihan ganda aja. Mungkin 25-35 soal.
- S : Dikumpul Miss nilainya ke Bu Herni...?
- P : Iya. Kalian ini kalau nilai dikumpul ke Bu Herni aja baru mau serius belajar.
- S : Hehehe
- P : Ya sudah Miss ke kantor dulu. Mau ketemu Bu Herni. Kalian siap-siap buat tes besok ya...
- S : Sip Miss. Jangan susah-susah soalnya.

No : FN.1 5
Waktu : 27 Maret 2013/ 09.30 WIB
Tempat : Depan kelas XI IPS
Agenda : wawancara awal
P : Peneliti
SS : Siswa

P : Lagi pada nagapain nih? Miss Apri ikutan duduk disini boleh?

- SS : Boleh aja Miss. Tadi masuk kelas lagi Miss, mau kerja disini ya?
- P : Belum lulus kog Miss Apri. Eh... kalian itu kalau baca teks bahasa inggris seneng gak sih?
- SS : Males Miss. Bikin pusing aja. Kita kan cinta bahasa sendiri.
- P : Pusing apanya?
- SS : Lha gak tahu artinya Miss.
- P : Membaca itu kan ada caranya. Sudah tahu belum?
- SS : Yang namanya baca ya gitu-gitu aja lah Miss.
- P : Biasanya sama guru bahasa inggris bagaimana kalau baca teks bahasa inggris?
- SS : Ya dikasih tahu mana teksnya terus dibaca.
- P : Kalau ada yang sulit terus gimana?
- SS : Ya tanya bu guru lah.
- P : Enak ya...bu gurunya baik ngasih tahu kalian artinya apa. Reading di kelas asyik gak?
- SS : Males ah Miss. Mending kita ke studio musik atau ke kantin aja cari makan.
- P : Kog gitu...lha biasanya pake apa belajarnya?
- SS : Ya pakai LKS Miss. Kalau buku paket berat Miss di tas.
- P : Gurunya minta kalian tanya gak kalau kalian kesulitan saat membaca teks?
- SS : Iya Miss. Kadang kita garis bawah mana yang sulit terus kita tanyakan ke bu guru artinya apa.
- P : Kalian gak nyoba nebak kira-kira artinya apa gitu? Masa langsung tanya bu guru?
- SS : Kan kita gak paham Miss. Mending langsung tanya bu guru saja.
- P : Atau kalian tanya teman sebangku atau yang dekat duduknya? Siapa tahu ada yang paham artinya apa.
- SS : Kadang ada yang tahu juga Miss artinya apa. Tapi biasanya kalau gak paham satu, yang lainnya juga gak paham.
- P : Jadi kalau ada yang kesulitan langsung inisiatif sendiri tanya ke guru?
- SS : Iya Miss.
- P : Kalian sering berpendapat tidak tentang teks yang diajarkan?
- SS : Maksudnya Miss?
- P : Maksud Miss, apakah kalian sering berpendapat tentang isi teksnya bagaimana?
- SS : Ya sepaham kita aja Miss. Kadang tapi kita gak ada yang paham bener teksnya isinya apa.
- P : Biasanya teks yang diajarkan diambil dari mana?
- SS : Dari LKS Miss.
- P : Susah gak? Panjang atau pendek?
- SS : Susah Miss. Kita tu gak paham bahasa inggris masalahnya.
- P : Satu pertemuan biasanya berapa teks?
- SS : Satu aja Miss. Itu juga seringnya gak selesai njawab pertanyaannya.
- P : Sering dikasih tugas gak?
- SS : Sering Miss. Biasanya soal-soal di LKS itu jadi PR.

- P : Dikerjakan gak PR-nya?
SS : Kadang-kadang Miss. Hehehe...
P : Wah kalian ini gitu ya. Konsisten banget dari jaman Miss Apri KKN-PPL disini. Masih aja begitu.
SS : Iya dong. Konsisten itu penting Miss.
P : Konsisten belajar. Itu baru penting.
SS : Iya-iya Miss.
P : Belajar rajin ya. Terima kasih. Sudah ngobrolnya. Miss Apri pamit pulang dulu ya.

APPENDIX C

Course Grid

COURSE GRID

School : SMA PIRI 1 Yogyakarta
 Subject : XI IPS
 Grade : XI
 Semester : 2
 Cycle 1

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Assessments	sources	Media
<ul style="list-style-type: none"> 11. Memahami makna teks fungsional pendek dan esei berbentuk narrative, spoof dan hortatory exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan 	<ul style="list-style-type: none"> 11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks 	<ul style="list-style-type: none"> Teks tulis berbentuk <i>hortatory exposition</i> <i>Action verb</i> <i>Connectives</i>, e.g. <i>first</i>, <i>second</i>, etc <i>Main idea</i> 	<ul style="list-style-type: none"> <i>Brainstorming</i> terkait topik yang akan dibahas Membaca teks <i>hortatory exposition</i> secara kelompok Mendiskusikan bersama teks <i>hortatory exposition</i> Mendiskusikan berbagai aspek dari teks seperti isi, kata-kata sulit, argumen, saran, kesimpulan Mengerjakan soal-soal secara berkelompok Membahas bersama soal-soal yang sudah dikerjakan 	<ul style="list-style-type: none"> Mengidentifikasi makna kata dalam teks yang dibaca Mengidentifikasi kasus yang dibahas dalam teks Mengidentifikasi tujuan teks <i>hortatory exposition</i> 	<ul style="list-style-type: none"> Gambar Pertanyaan 	<ul style="list-style-type: none"> Interlanguage : English for Senior High School Students XI Developing English Competencies for Grade XI of Language Programme Internet (gambar-gambar) 	<ul style="list-style-type: none"> LCD PQRST Learning Log gambar

	berbentuk <i>narrative</i> , <i>spoof</i> , dan <i>hortatory</i> <i>exposition</i>						
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Cycle 2

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Assessments	sources	Media
<ul style="list-style-type: none"> 11. Memahami makna teks fungsional pendek dan esei berbentuk <i>narrative</i>, <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan 	<ul style="list-style-type: none"> 11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk 	<ul style="list-style-type: none"> Teks tulis berbentuk <i>hortatory exposition</i> <ul style="list-style-type: none"> <i>Action verb</i> <i>Connectives</i>, e.g. <i>first</i>, <i>second</i>, etc <i>Main idea</i> 	<ul style="list-style-type: none"> <i>Brainstorming</i> terkait topik yang akan dibahas Membaca teks <i>hortatory exposition</i> secara individu Mendiskusikan bersama teks <i>hortatory exposition</i> Mendiskusikan berbagai aspek dari teks seperti isi, kata-kata sulit, argumen, saran, kesimpulan Mengerjakan soal-soal individu Membahas bersama soal-soal 	<ul style="list-style-type: none"> Mengidentifikasi makna kata dalam teks yang dibaca Mengidentifikasi kasus yang dibahas dalam teks Mengidentifikasi tujuan teks <i>hortatory exposition</i> Mengidentifikasi ide pokok setiap paragraf dari teks yang dibaca Mengidentifikasi argumen yang diberikan Mengidentifikasi saran yang diberikan 	<ul style="list-style-type: none"> Gambar Pertanyaan 	<ul style="list-style-type: none"> http://www.smartenglishcourse.com/online-english-course/hortatory-exposition-text-the-reason-why-quitte-smoking-cigarettes-is-important/ <i>Interlanguage: English for Senior High School Students XI</i> <i>Developing English</i> 	<ul style="list-style-type: none"> LCD gambar

	<i>narrative, spoof, dan hortatory exposition</i>		yang sudah dikerjakan			<i>Competencies for Grade XI of Language Programme</i> ▲ www.examsworld.us.pdf	
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Sabtu, 6 April 2013

Guru Pembimbing

Peneliti

(Herni Candra N, S.Pd)

(Aprida Nur Riya Susanti)

APPENDIX D

Interview Guidelines

Guidelines for Interview (Students) Before Implementation the Action

No	Topic Areas	Item Number	Total
1.	Method	1, 2, 3	3
2.	Materials	12, 13, 14	3
3.	Media	6	1
4.	Students' Reading Ability	4	1
5.	Students' Motivation	5	1
6.	Classroom Interaction		
	a. Teacher-student	7, 10, 11	3
	b. Student-teacher	9	1
	c. Student-student	8	1
7.	Task	15	1

1. Apakah adik senang membaca teks bahasa inggris?
2. Apakah adik tahu cara atau teknik tertentu dalam membaca teks bahasa inggris?
3. Bagaimana cara mengajar yang digunakan guru saat pelajaran membaca teks bahasa inggris?
4. Jika menemui kesulitan dalam membaca teks bahasa inggris, apa yang adik lakukan?
5. Apakah adik menikmati/bersemangat dalam kegiatan membaca teks bahasa inggris?
6. Apa media yang biasa digunakan dalam kegiatan membaca teks bahasa inggris?
7. Apakah gurun meminta adik untuk bertanya kalau menemukan kesulitan saat membaca teks bahasa inggris?
8. Apakah adik mencoba memprediksi apa arti kata-kata sulit yang adik temukan saat membaca teks bahasa inggris?
9. Apakah adik bertanya pada teman saat menemukan kesulitan dalam membaca teks bahasa inggris?
10. Apakah adik berinisiatif sendiri untuk bertanya saat menemukan kesulitan dalam membaca teks bahasa inggris?
11. Apakah adik sering berpendapat tentang isi teks yang diajarkan?
12. Dari mana biasanya teks yang diajarkan oleh guru?
13. Bagaimana tingkat kesulitan teks bahasa inggris yang diajarkan (panjang/pendek)?
14. Dalam satu pertemuan, biasanya berapa teks bahasa inggris yang diajarkan oleh guru?
15. Apakah adik sering mendapat tugas membaca dari guru?

Guidelines for Interview (Teacher) Before Implementation the Action

No	Topic Areas	Item Number	Total
1.	Method	1, 2	2
2.	Materials	3, 4	2
3.	Media	5	1
4.	Students' Reading Ability	6	1
5.	Students' Motivation	7	1
6.	Classroom Interaction		
	e. Teacher-student	10, 11, 12	3
	f. Student teacher	14	1
	g. Student-student	13, 15	2
7.	Task	8, 9	2

1. Biasanya cara-cara apa yang Ibu gunakan dalam mengajar *reading*?
2. Apakah siswa bisa mengikuti pelajaran dan menikmati aktivitas *reading* di kelas?
3. Dari mana materi yang Ibu biasa gunakan?
4. Biasanya dalam satu pertemuan bisa menggunakan berapa teks?
5. Media apa yang biasa Ibu gunakan dalam mengajar *reading*?
6. Apakah siswa sudah punya cara khusus dalam *reading*?
7. Bagaimana kondisi motivasi siswa terkait *reading*?
8. Apakah siswa sering diberi tugas *reading*?
9. Apa saja bentuk tugas *reading* yang diberikan?
10. Apakah siswa bertanya atau menyampaikan kesulitannya dalam belajar *reading* kepada guru?
11. Apakah siswa menjawab pertanyaan yang diberikan oleh guru tentang teks yang dibahas?
12. Apakah siswa memberikan pendapat mereka tentang teks yang diberikan ?
13. Apa yang dilakukan siswa saat menemukan kesulitan misalnya kata-kata sulit saat *reading*?
14. Apakah siswa berinisiatif bertanya pada siswa lain saat menemui kesulitan dalam *reading*?
15. Apakah siswa mencoba memprediksi isi teks atau kata-kata sulit yang mereka temukan selama *reading*?

Guidelines for Interview (Teacher)
After Implementation
BLUEPRINT

No	Topic Areas	Item Number	Total
1.	Effects of PQRSST technique	1, 2, 3	3
2.	Comments of Reading Teaching	4, 5, 6	3

1. Bagaimana pendapat ibu tentang proses belajar mengajar membaca yang menerapkan PQRSST technique? Apakah terdapat perbedaan dari sebelumnya?
2. Menurut ibu apa pengaruh dari *action* yang baru saja diterapkan terhadap motivasi siswa dalam belajar membaca?
3. Menurut ibu apa pengaruh dari *action* yang baru saja diterapkan terhadap interaksi siswa dalam belajar membaca?
4. Menurut ibu apakah kelebihan dari *action* yang baru saja dilaksanakan?
5. Menurut ibu apa saja kekurangan-kekurangan dari *action* yang telah diterapkan tadi?
6. Apa saran-saran ibu untuk *action* berikutnya?

Guidelines for Interview (Students)
After Implementation
BLUEPRINT

No	Topic Areas	Item Number	Total
1.	Effects of PQRSST technique	1, 2, 3	3
2.	Comments of Reading Teaching	4, 5, 6	3

1. Bagaimana pendapat adik tentang proses belajar mengajar membaca tadi? Apakah terdapat perbedaan dari sebelumnya?
2. Apakah menurut adik pembelajaran tadi lebih membuat adik termotivasi atau senang dalam belajar membaca?
3. Apakah menurut adik pembelajaran tadi memberi kesempatan adik untuk lebih banyak berinteraksi dengan teman-teman dan guru dalam belajar membaca?
4. Menurut adik apakah kelebihan dari pembelajaran yang baru saja dilaksanakan dibandingkan dengan sebelumnya?
5. Menurut adik apa saja kekurangan-kekurangan dari pembelajaran yang baru saja dilaksanakan?
6. Apa saran-saran adik untuk pembelajaran membaca berikutnya?

APPENDIX F

Students' Works

B. Answers the following questions based on the text.

1. What is the definition of school uniform according to the text?
2. What is the finding of the research by Notre Dame's Department of Sociology?
3. What is the relation between school uniform and students' ethos and discipline?
4. Why do parents prefer uniforms than casual clothes?
5. What does the writer suggest?

1. School uniform is special clothes worn by all students of particular school.
2. Their findings using 10th grade students showed that uniform have no direct effect on "substance abuse, behavioural problems or attendance."
3. Uniform helps to create a strong sense school ethos and a sense of belonging to a particular community.
4. Pupils without expensive designer clothes and trainers may be singled out as social outcasts, or stigmatised as being from poor backgrounds.
5. The government should also publish some kind of rule which makes uniform compulsory for schools.

B. Answers the following questions based on the text.

1. What is the definition of school uniform according to the text?
2. What is the finding of the research by Notre Dame's Department of Sociology?
3. What is the relation between school uniform and students' ethos and discipline?
4. Why do parents prefer uniforms than casual clothes?
5. What does the writer suggest?

answers:

1. clothes worn by all of a particular school
2. Their findings using 10th grade students
3. to create a strong sense school ethos and as such it promotes to pick up academic
4. pupils without expensive designer clothes
5. schools should implement the uniform as their identity the government should also publish some kind of rule which makes uniform compulsory for school

Officer.
XI URS
OS.

C. Choose T if the statement is true and F if it is false according to the text. Give the reasons in which paragraph containing the statements.

No	Statements	T/F	Reasons
1	Home schooling takes the place of full-time school attendance	T	Paragraph 1.
2	Home schooling also takes in the United States and Canada	T	paragraph 1
3	Home schooling is kind of lesson that learn about home	F	Not in paragraph.
4	They will get such a unity when they are in home schooling	F	They will not get such a unity when they are in HS
5	schooling may not be able to prepare children to fit into the mass society	T	paragraph 3
6	the children could resist and reject at least many of the values of the mass society without a value	T	paragraph 3
7	home schooling has some lacks	T	paragraph 4.
8	active home school will support students skill society	F	paragraph 4. (have active home school support groups).

Date: 11/04/2013

Kelompok:

1. Dwi Windianto
2. Hanay Catur
3. Pesta Suryadana
- 4.
- 5.

PQRST Technique Learning Log

➤ P (Preview) School Uniform

School uniform Monday is white grey with Tie, Wednesday and Tuesday white grey but without tie and Friday uniform is Batik and Saturday uniform is Scout

➤ Q (Question)

Because uniform make discipline and disadvantage is make Tawaran

➤ R (read)

➤ S (Summarize)

➤ T (test)

Date :

PQRST Technique Learning Log

➤ P (Preview)

- ~~Pulih~~ ~~abu-abu~~ abu-abu = white gray
- Pasi = tie
- Sepatu = shoes
- topi = hat
- bat = label
- ikat pinggang = belts

➤ Q (Question)

- Pakailah apa yg kamu kenakan saat ini ?
- Apa manfaat dari seragam ?

➤ R (read)

➤ S (Summarize)

➤ T (test)

Kelompok:

1. Trisetyawan
2. Roy Reynaldi
3. Mumtaz
4. Aulia Refda A
- 5.

APPENDIX G

Blue Print of Reading Test

BLUEPRINT OF READING COMPREHEHENSION PRE-TEST

No.	Topic Areas	Item Number	Total
1.	Topic	1, 2, 3	3
2.	Main idea	4, 5, 6, 8, 16, 22	6
3.	Detail information	7, 9, 15, 17, 18, 19, 20, 21,	8
4.	Inferences	11, 14, 23, 24	4
5.	Vocabulary	10, 12, 13, 25	4

ANSWERS KEY

- | | | |
|-------|-------|-------|
| 1. A | 11. A | 21. B |
| 2. E | 12. C | 22. A |
| 3. C | 13. D | 23. B |
| 4. C | 14. C | 24. C |
| 5. A | 15. D | 25. E |
| 6. B | 16. D | |
| 7. A | 17. B | |
| 8. E | 18. B | |
| 9. A | 19. E | |
| 10. E | 20. C | |

TOTAL ANSWERS:

A : 6
B : 5
C : 6
D : 3
E : 5

BLUEPRINT OF READING COMPREHEHENSION POST-TEST

No.	Topic Areas	Item Number	Total
1.	Topic	1, 5, 10, 13	4
2.	Main idea	2, 3, 6, 7, 15, 21, 28	7
3.	Detail information	12, 14, 16, 22, 23, 24, 27, 30	8
5.	Inferences	8, 11, 19, 25	4
6.	Vocabulary	4, 9, 17, 18, 20, 26, 29	7

ANSWERS KEY

1. D	11. B	21. E
2. B	12. C	22. E
3. D	13. B	23. A
4. C	14. C	24. A
5. E	15. E	25. A
6. C	16. E	26. D
7. C	17. B	27. B
8. E	18. D	28. C
9. B	19. C	29. D
10. E	20. C	30. A

TOTAL ANSWERS:

A : 4
B : 6
C : 8
D : 5
E : 7

APPENDIX H

Reading Test

Text 1



Do you know what the meaning of corruption is? What is the relation between money and corruption? Well, corruption is common everywhere in the world, even in the United States. It's just a matter of intensity. However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.

The survey has made me sad, actually, because I stay and earn a living here in the capital. As most people know, TanjungPriok port smuggling is not a new thing at all. Entrepreneurs who want to minimize their tax payments tend to do such a thing more often. They even bribe the officials.

Well, I think the measures taken so far to overcome the problem by punishing the corruptors is still not far enough. We have to prevent the younger generations from getting a bad mentality caused by corruption.

I believe we should start at the earliest stages in schools and I think everyone should be involved in the effort to eradicate corruption. We must not make any distinction.

Adapted from: The Jakarta Post, February 2005

A. Choose the best answer based on the Text 1.

1. The most appropriate topic for the text is
 - A. economic
 - B. politic
 - C. entrepreneur
 - D. social
 - E. education
2. What is the genre of the text?
 - A. Narrative
 - B. Descriptive
 - C. Spoof
 - D. Recount
 - E. Hortatory exposition

3. What is the purpose of the text?
 - A. To inform about corruption in Indonesia
 - B. To describe the relation between money and corruption
 - C. To persuade the reader about the effort to eradicate corruption
 - D. To entertain the reader with the corruption's problem
 - E. To retell the differences between smuggling and corruption

4. What is the function of the first paragraph?
 - A. Giving recommendations
 - B. Giving the conclusion
 - C. Stating the reasons behind the thesis
 - D. Describing the problem
 - E. Giving arguments

5. What is the function of the last paragraph?
 - A. Giving recommendations
 - B. Giving the conclusion
 - C. Stating the reasons behind the thesis
 - D. Describing the problem
 - E. Giving arguments

6. The best title for the text is
 - A. money
 - B. corruption
 - C. the definition of corruption
 - D. relation between corruption and money
 - E. the survey of corruption in TanjungPriok

7. What is the most corrupt city in the world based on the text?
 - A. Jakarta
 - B. United Stated
 - C. Indonesia
 - D. TanjungPriok
 - E. Yogyakarta

8. What does the second paragraph tell about?
 - A. Money
 - B. Corruption
 - C. The definition of corruption
 - D. Relation between corruption and money
 - E. The survey of corruption in TanjungPriok

9. Based on the text, the writer lives in
 - A. Jakarta
 - B. United Stated
 - C. Indonesia
 - D. TanjungPriok
 - E. Yogyakarta

10. The survey has made me sad (paragraph 2)
The synonym of *sad* is
- happy
 - shocking
 - reliable
 - bad
 - unpleasant
11. It's just a matter of intensity (paragraph 1)
The word *it* refers to
- Money (that corruption is common everywhere in the world)
 - corruption
 - definition of corruption
 - relation between corruption and money
 - The survey of corruption in TanjungPriok
12. We have to prevent the younger generations from getting a bad ... (paragraph 3)
The antonym of *badis*
- worst
 - the worst
 - good
 - better
 - the best
13. "Smuggling" in second paragraph has the closest meaning to
- buy
 - rent
 - lend
 - bribe
 - contribute
14. They even bribe the officials (paragraph 2)
The word *they* refers to
- younger generations
 - people
 - entrepreneurs
 - corruptors
 - writers
15. The followings are the writer's believes, except ...
- the writer believes that people have to prevent the younger generations from getting a bad mentality caused by corruption.
 - the writer thinks that everyone should be involved in the effort to eradicate corruption.
 - the writer thinks that people should start anti-corruption education at the earliest stages in schools.
 - the writer thinks that corruptor should get sentenced to die.
 - the writer thinks that people must not make any distinction about corruption.

Text 2

Home Schooling

Home schooling is an education system which provides child's main education programme at home. Home schooling takes the place of full-time school attendance and, in the United States and Canada, it usually meets state requirements for compulsory education. Although home schooling could achieve the objectives of compulsory education, there are some points that should be noticed from the home schooling.

First, the idea of taking our children's education on home schooling can be a bit intimidating. Since our country is so large and the people are from so many different kinds of backgrounds, students need some kind of social glue to make them stick together and to give them a sense of unity in spite of all the differences. They will not get such a unity when they are in home schooling. They will get the sense of unity when they are in the compulsory public schools since it is the easiest and best places to make this glue.

Then, the home schooling may not be able to prepare children to fit into the mass society, which means, among other things, believing what most people believe and liking what most people like. Or it may not be able to help children to find a set of values with which they could resist and reject at least many of the values of the mass society.

Recognizing the lack of home schooling in the case of children's socialization opportunity, we should afford them abundant social opportunities. We can have active home school support groups. We can hold ongoing park days, meetings at the zoo, the science museum, book clubs, history clubs, language clubs, home school scouting troops and many more options to provide them opportunities to socialize with others.

Interlanguage: English for Senior High School Students XI : 188

A. Choose one answer for each question based on the text 2

1. What does the text tell us?
 - a. Some complaints on home schooling
 - b. Children's complaints on home schooling
 - c. Ban on home schooling
 - d. Some criticisms and suggestions on home schooling
 - e. The government's concern in home schooling
2. Where does home schooling meet state requirements for compulsory education?
 - a. In Indonesia
 - b. In Canada and the US
 - c. In Japan
 - d. In Canada and Japan
 - e. In the US and in Great Britain
3. How many important points of home schooling should be noticed according to the text?
 - a. One only
 - b. Two points
 - c. Three points
 - d. Four points
 - e. Five points
4. What do our children need to live in such big country?
 - a. creativity
 - b. financial support
 - c. computer skill
 - d. independence
 - e. social awareness
5. What should be prepared for children to fit into the society according to the text?
 - a. creativity
 - b. financial support
 - c. the sense of unity
 - d. independence
 - e. high quality school
6. Where do children get the sense of unity easily according to the text?
 - a. In home schools
 - b. In public schools
 - c. In their own home
 - d. In their own community
 - e. In their own ethnic society
7. Considering the weakness of home schooling, what should be done according to the text?
 - a. Parents should give them many social opportunities.
 - b. Parents should be able to tell them to study harder.
 - c. Home schools teachers should be able to teach social sciences.
 - d. The government must ban home schooling.
 - e. Parents should not have their children home schooled.
8. The word "it" in line 16 refers to ...
 - a. a social community
 - b. an ethnic group
 - c. a public school
 - d. home schooling
 - e. the government
9. The word "them" in the last line refers to ...
 - a. The government
 - b. parents
 - c. children
 - d. home schools
 - e. public schools
10. The Indonesian equivalent of "scouting troop" is ...
 - a. Karang taruna
 - b. OSIS
 - c. PMR
 - d. Pecinta alam
 - e. Pramuka

Name : Time : 90 minutes
 Student number : Note : close book
 Date/time : 03-05-2013/ 12.30

Read the text and choose the correct answer for every question below.

Questions 1-6 are based on the text below.



The right to freedom of religion is enshrined in the UN charter and considered by many to be a basic human right. Some religions require special diet, others prayer at specific times. Why should a religious mode of dress receive as much protection as these other aspects of religious freedom?

Many Muslim women view the **veil** as a means to protect their modesty and privacy. Just as we would not force any women to be seen in public in her underwear if she did not feel comfortable doing so, why should a woman be forced to show her hair if she does not want to?

Modesty is a personal judgment call; some are comfortable in the smallest bikini while others prefer a lot more clothing. No one but the woman herself should make that decision.

Muslim women are not the only ones to feel coerced over their mode of dress. Most people are affected by the societal norms surrounding them. Fashion trends could be seen in exactly the same light as religious traditions.

Based on the above discussion, the government should not banned Muslim's headscarf as a part of school or office uniforms.

Adapted: Interlanguage: English for Senior High School Students

Picture: google.com

1. What does the text discuss?
 - A. Muslim students.
 - B. Muslim boarding school.
 - C. Muslim life.
 - D. Muslim headscarf.
 - E. Muslim community.
2. What is Muslim women's view on the veil?
 - A. It is an obstacle of their freedom.
 - B. It is to protect their modesty and privacy.
 - C. It is a fashion trend among them.
 - D. They feel being forced to wear it.
 - E. It is what their parents told them to wear.

3. What does the writer suggest?
 - A. Schools should not be tolerant to any freedom of religious expression.
 - B. Students should know various social groups among the society.
 - C. The government should ban Muslims headscarf because it may arouse conflicts.
 - D. Muslim's headscarf as a part of school or office uniforms should not be banned.
 - E. Schools are allowed to ban Muslim headscarf because it may arouse many problems.
4. The word "veil" in paragraph 2 has similar meaning to ...
 - A. helmet
 - B. glove
 - C. headscarf
 - D. napkin
 - E. sock Muslims and other groups with distinctive dress
5. What is the genre of the text?
 - A. Narrative
 - B. Descriptive
 - C. Spoof
 - D. Recount
 - E. Hortatory exposition
6. What is the function of the first paragraph?
 - F. Giving recommendations
 - G. Stating the proposal
 - H. Stating the reasons behind the thesis
 - I. Describing the problem
 - J. Giving arguments

Questions 7-9 are based on the text below.

...

Banning head coverings is only likely to provoke a more extreme reaction among highly religious communities. Framing laws to ban only Islamic forms of dress could be considered an attack on one religion. Feeling under attack could cause the Islamic community to close off into itself. They could set up religious schools where their children can dress as they want them to and not mix with children from other faiths. These effects could never be good for the integration of society and would further the influence of extremists. Internationally, the perceived attack on Islamic values would inflame wider Muslim opinion, feed conspiracy theories and add to the dangerous feeling that there is a clash of civilizations.

Intolerant schools make up problems as an excuse for not allowing Muslims freedom of religious expression. In a multicultural society, students should be aware of the different religious practice and cultural traditions of their classmates, and be taught to understand and respect these. Without such respect, Muslims and other groups with **distinctive** dress, such as Orthodox Jews and Sikhs, will be driven out of mainstream education and forced to educate their children separately, which will really create divisions and alienation.

...

7. The first paragraph tells us that banning on Muslim headscarf could ...
- arouse social conflict among social communities.
 - maintain solidarity among social communities.
 - provoke a more extreme reaction among highly religious communities.
 - teach students social awareness.
 - make Muslim women loose their identity.
8. “Intolerant schools make up problems as an excuse for not allowing Muslims freedom of religious expression” (paragraph 2)
The sentence implies...
- Muslims freedom of religious expression may cause problems.
 - Many social conflicts arouse because of Muslims freedom of religious expression.
 - Schools should not be tolerant to any freedom of religious expression.
 - Schools are allowed to ban Muslim headscarf because it may cause problems.
 - Schools should not ban Muslims freedom of religious expression on any reason.
9. ...Muslims and other groups with distinctive dress... (paragraph 2)
The antonym of *distinctive* is
- Different
 - Same
 - Similar
 - Contrast
 - twin

Questions 10-12 are based on the text below.

Private School

Private schools are schools that are not run by the government. They offer various types of schools and levels of education. Although the government does not directly run the private schools, the government should give more attention to private schools for some good reasons.

Private schools provide parents with an alternative to the state sector, and a learning environment, which might better suit their children. In addition, whilst there are many bad state schools, there are also bad private schools, and some excellent state schools which compete with the best private schools.

The existence of private education can actually be financially beneficial to state schools. The state funds the education system through taxation. Parents who do not send their children to state schools still pay the same taxes. Therefore, there is

more money per child in the state sector. There is evidence that a large number of parents, who send their children to private schools, are both ‘first time buyers’ – i.e. neither parent attending a private school – and not from the privileged elite that the opposition would have us believe.

Based on the above discussion, it is obvious that the government should give more attention to private schools because **they** also contribute much in the education world.

Adapted: *Interlanguage: English for Senior High School Students*

10. The most appropriate topic for the text is

- F. economic
- G. politic
- H. entrepreneur
- I. social
- J. education

11. ...because they also contribute much in the education world (last paragraph)

The word *they* refers to

- F. The above discussion
- G. The private schools
- H. The government
- I. The parents
- J. The attention

12. What does the writer suggest?

- A. The parents should send their children to private schools.
- B. The parents should send their children to state schools.
- C. The government should give more attention to private schools
- D. The government should give more attention to state schools
- E. The government should build more private schools

Questions 13-21 are based on the text below.

Indonesian People Should Value All the Different Cultures to Promote Unity of the Nation.

Indonesia is a culturally-diverse country. Many different religions and cultures from many provinces are now seen living side by side in many places. One of the biggest questions facing Indonesian today is how to deal with a culturally diverse citizenry and then promote unity. Therefore, Indonesians should **appreciate** differences among culture for the following

5 reasons.

Firstly, Indonesia is vulnerable to separation for its archipelago and culture **diversity**. Raising tolerance among people is the best way to maintain the unity among differences. Many ways or cultures of living are equally legal, even if **they** are not regarded as normal by some people. If a society claims to be tolerant of personal choice, then it must respect the

10 personal choice to retain their **heritage**. Then, unity of the nation can be preserved.

...

Adapted: *Interlanguage: English for Senior High School Students XI*

13. The most appropriate topic for the text is
- A. Indonesian People
 - B. cultures
 - C. unity
 - D. nation
 - E. religions
14. What is the purpose of the text?
- F. To inform about cultures to promote unity of the nation
 - G. To describe the differences of Indonesian cultures
 - H. To persuade the reader about how to value different culture to promote unity
 - I. To entertain the reader with the diversity of cultures
 - J. To retell the differences of Indonesian cultures
15. The first paragraph tells about
- F. The culturally-diverse in Indonesia
 - G. Indonesia has many different religions and cultures
 - H. Indonesia has to promote unity
 - I. Indonesia has a big problem
 - J. There are some reasons why Indonesia should respect to the culturally-diverse
16. The following are the diversity in Indonesia, except?
- A. Culture
 - B. Language
 - C. Archipelago
 - D. Religion
 - E. Identity and nationalism
17. Indonesians should appreciate differences among culture... (line 4)
- The synonym of *appreciate* is
- F. ignore
 - G. respect
 - H. care
 - I. respond
 - J. aware
18. Indonesia is vulnerable to separation for its archipelago and culture diversity (line 6)
- The antonym of *diversity* is
- A. differences
 - B. plurality
 - C. variety
 - D. sameness
 - E. disparity

19. ..., even if *they* are not regarded as normal by some people (line 8)

The word *they* refer to

- A. Indonesian
- B. archipelago
- C. many ways or cultures of living
- D. the best way to maintain the unity
- E. differences

20. ...then it must respect the personal choice to retain their heritage. (line 10)

The synonym of *heritage* is

- F. property
- G. wealth
- H. tradition
- I. assets
- J. culture

21. What is the second paragraph tells about?

- F. Some cultures of living are not regarded as normal by some people
- G. The unity can be preserve is society respect to personal choice
- H. Everyone can retain their heritage
- I. Indonesia people should raising the tolerance to maintain the unity
- J. Indonesia is vulnerable to separation for its archipelago

Questions 22-27 are based on the text below.

Secondly, Indonesians must recognize that every culture has different customs and beliefs. Thus, people are forbidden to make judgments of comparative value, for it is measuring something unmeasured. A plurality of nations, especially in the modern era, can allow for cultural development and cultural exchange that benefits both parties. The cross-cultural understanding among cultures makes the world a better place and preserves the unity of the nation.

Lastly, raising nationalism is one way to preserve unity of the nation. **It** is a sense of fellow feeling between group members. This promotes cooperation and social cohesion within the group. The sense of social cooperation makes **welfare**, social security and medical programs much more likely and stronger.

Cultural differences are sometime a sensitive matter for people. Indonesian people must teach younger generation about the importance of the cultural identity and nationalism to promote unity of the nation.

Adapted: *Interlanguage: English for Senior High School Students XI*

22. What is the benefit of a plurality of a nation?
- A. To make Indonesia more than another country
 - B. To make Indonesian proud for their identity
 - C. To make the world a better place
 - D. To preserve the unity of nation
 - E. To make development and cultural exchange that benefits both parties
23. Why the writer stated that people have to raise nationalism, except?
- A. To promote cooperation among the country in the world
 - B. To promote social cohesion within the group
 - C. To makes welfare
 - D. To make social security stronger
 - E. To make medical programs stronger
24. What is the function of the last paragraph?
- F. Giving recommendations
 - G. Stating the proposal
 - H. Stating the reasons behind the thesis
 - I. Describing the problem
 - J. Giving arguments
25. It is a sense of fellow feeling between group members (line 17)
The word *it* refers to
- A. raising nationalism
 - B. the unity
 - C. the nation
 - D. one way to preserve unity
 - E. one way to preserve the nation
26. The sense of social cooperation makes welfare (line 19)
The synonym of *welfare* is
- A. anxiety
 - B. worried
 - C. quiet
 - D. happiness
 - E. afraid
27. What the writer believes based on the text?
- F. The writer thinks that everyone should be forbidden to respect to another culture
 - G. The writer believes that Indonesians should teach younger generation about the importance of nationalism
 - H. The writer thinks that Indonesians should not do cultural exchange
 - I. The writer thinks that everyone should ignore the plurality in Indonesia
 - J. The writer thinks that everyone should proud with their own cultures only

Questions 28-30 are based on the text below.

Many people now have a card which **enables** them to withdraw money from a cash dispenser. You feed your card into the machine and key in your PIN (Personnel Identification Number) and the amount of money you want. If you have enough in your account, the money requested will be issued to you up to a daily limit. Your account is automatically debited for the amount you have drawn on.

Provided you have a sound credit, you can get a credit card from a bank and other financial institutions. To obtain goods or services, you present your card and sign a special voucher. When it receives the voucher, the credit card company pays the trader (less a commission) and then sends you a monthly statement. Depending on the type of card you have, you will either have to pay in full or be able to pay part of what is owed and pay interest on the balance left outstanding.

If you need to make fixed payments at regular intervals, e.g. for insurance premiums, you can arrange a standing order (sometimes known as a banker's order) so that the bank will do this for you.

Adapted: soal-uan-sma-b.inggris00-07(1).zip - ZIP archive, unpacked size 580,507 bytes.

www.examsworld.us.pdf

28. Which of the following is the main idea of the second paragraph?

- A. The credit card company pays the traders.
- B. The credit card company sends you a monthly statement.
- C. Banks and other financial institutions offer us credit cards to get goods and services.
- D. Other financial institutions help the banks to provide credit cards.
- E. A voucher is the only way to buy goods.

29. "Many people now have a card which enables them..." (line 1)

"enables" means

- A. forces
- B. supports
- C. asks
- D. allows
- E. encourages

30. If you have enough money in your account ...

- A. you can withdraw your money from a cash dispenser.
- B. you have a special voucher.
- C. the bank sends you a monthly statement.
- D. you have paid special interest.
- E. the type of card is acceptable.

----- GOOD LUCK -----

Yogyakarta, 2 Mei 2013

Guru Pembimbing

Peneliti

(Herni Candra, S.Pd)

(Aprida Nur Riya Susanti)

APPENDIX I

Students' Reading Score

DATA NILAI PRE-TEST DAN POS-TEST

NO	NAMA	NILAI	
		Pre-test	Post-test
1.	Aktin Pratiwi	48	46
2.	Aulia Refda A.	-	-
3.	Dwi Windianto	36	43
4.	Fitria Nur Anisa	32	43
5.	Giffaya	64	46
6.	Hany Catur	36	36
7.	Mumtaz A	-	40
8.	Nur Humam	24	33
9.	Resta Suryadana	36	43
10.	Roy Rinaldi	-	43
11.	Tri Setiyawan	28	40
12.	Rahmat Hidayat Nasution	28	56
13.	M. Romadhon	-	43
14.	Putu Zaragoza	-	63
	Total	332	575
	Nilai Rata-rata	36,89	44,23

	Pre-test	Post-test
Mean	36.88889	44.23077
STDEV	12.29273	7.822551

APPENDIX J

Attendance List

[illegible]

APPENDIX K

Lesson Plans

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMA PIRI 1 Yogyakarta

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : XI / 2

Pertemuan ke- : 1 (cycle 1)

Alokasi waktu : 2 x 45 menit

Kompetensi : Membaca

Standar Kompetensi :

11. Memahami makna teks fungsional pendek dan esei berbentuk *narrative, spoof dan hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Kompetensi Dasar:

- 11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative, spoof, dan hortatory exposition*

Indikator:

- ♦ Mengidentifikasi topik dan ide pokok dalam teks *hortatory exposition*
- ♦ Mengidentifikasi makna kata dalam teks *hortatory exposition*
- ♦ Mengidentifikasi *language features* (Action verb dan Connectives, e.g. first, second, etc)
- ♦ Mengidentifikasi tujuan teks *hortatory exposition*
- ♦ Mengidentifikasi informasi detail dalam teks *hortatory exposition*
- ♦ *Responding to meaning of hortatory exposition*

Tujuan Pembelajaran:

Di akhir pembelajaran, siswa diharapkan dapat:

- ♦ Merespon teks *hortatory exposition*
- ♦ Menemukan ide pokok dan informasi penting dalam *hortatory exposition*
- ♦ Menemukan makna kata-kata sulit dalam *hortatory exposition*
- ♦ Menemukan sinonim dan antonim kata dalam *hortatory exposition*
- ♦ Mengidentifikasi *language features* (Action verb dan Connectives, e.g. first, second, etc)
- ♦ Memberikan kesimpulan dari teks dan hubungannya dengan kehidupan sehari-hari

- ♦ Memberikan rekomendasi dan saran tentang fenomena dalam kehidupan sehari-hari yang berkaitan dengan teks yang dibaca.

Materi Pembelajaran : Teks tulis berbentuk *hortatory exposition*

Materi 1

Hortatory exposition is a text which **represents** the attempt of the writer to have the addressee do something or act in a certain way. **Social function**: to persuade the reader or listener that something should or should not be the case.

The organization of hortatory exposition:

Thesis : announcement of issue concern

Argument : reasons for concern, leading to recommendation

Recommendation : statement of what ought to or ought not to happen

Metode Pembelajaran : PPP (Presentation, Practice, Production)

Strategi Pembelajaran

Waktu	Aktivitas
Opening 10 menit	<ul style="list-style-type: none"> - Guru menyapa dan menanyakan kabar siswa - Perkenalan awal dengan guru baru - Guru memeriksa kehadiran siswa - Bersama-sama siswa berdo'a sebelum pelajaran dimulai
Presentation 20 menit	<ul style="list-style-type: none"> - Lead-In ♦ Guru mencoba memotivasi siswa dengan cara menjelaskan pentingnya cara membaca yang baik dengan kemampuan memahami teks bahasa Inggris ♦ Guru menanyakan tentang bagaimana cara membaca mereka dan pendapat mereka tentang pentingnya reading. - Pengenalan <i>PQRST Technique</i> ♦ Guru menjelaskan <i>PQRST Technique</i> pada siswa sebagai solusi alternatif dari masalah membaca dengan menuliskan <i>PQRST Technique</i> di papan tulis lalu memberi pertanyaan pada siswa <ul style="list-style-type: none"> - Apa itu teknik membaca? - Apakah kalian punya teknik membaca tertentu? - Apakah <i>PQRST Technique</i>? - Apa manfaatnya? - Bagaimana mengaplikasikannya?
Practice	<ul style="list-style-type: none"> ♦ Guru memastikan semua siswa paham <i>PQRST Technique</i> dengan cara meminta siswa

20	untuk menjelaskan kembali apa yang sudah disampaikan oleh guru
Production 35	<ul style="list-style-type: none"> ◆ Siswa dijadikan beberapa kelompok ◆ Siswa diberikan suatu topik dengan cara menuliskan <i>globalization</i> lalu <i>brainstorming</i> terkait topik itu ◆ Siswa presentasi hasil <i>brainstorming</i> kelompok . Siswa ditanya: <ol style="list-style-type: none"> 1. Apa itu <i>globalization</i>? 2. Apakah itu penting atau tidak? 3. Apa saja sebab-sebabnya? <p>Apakah kalian punya saran terkait <i>globalization</i> di negara kita?</p>
Closing 5 menit	<ul style="list-style-type: none"> - Guru bersama siswa menyimpulkan tentang materi yang sudah dipelajari - Berdoa, tugas, salam penutup

Alat/Bahan/Sumber Bahan:

- *The Jakarta Post, February*

Penilaian dan Tindak Lanjut:

Task A	1 benar, 1 <i>score</i>		
Aspek	Indikator	Skor	
1. Sangat paham	Betul 75-100%	A	
2. Cukup paham	Betul 50-75%	B	
3. Kurang paham	Betul 25-50%	C	
4. tidak paham sama sekali	Betul 0-25%	D	

Selasa, 9 April 2013

Guru Pembimbing

Peneliti

(Herni Candra N, S.Pd)

(Aprida Nur Riya Susanti)

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMA PIRI 1 Yogyakarta

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : XI / 2

Pertemuan ke- : 2 (cycle 1)

Alokasi waktu : 2 x 45 menit

Kompetensi : Membaca

Standar Kompetensi :

11. Memahami makna teks fungsional pendek dan esei berbentuk *narrative, spoof dan hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Kompetensi Dasar:

- 11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative, spoof, dan hortatory exposition*

Indikator:

- ♦ Mengidentifikasi topik dan ide pokok dalam teks *hortatory exposition*
- ♦ Mengidentifikasi makna kata dalam teks *hortatory exposition*
- ♦ Mengidentifikasi *language features* (Action verb dan Connectives, e.g. *first, second, etc*)
- ♦ Mengidentifikasi tujuan teks *hortatory exposition*
- ♦ Mengidentifikasi informasi detail dalam teks *hortatory exposition*
- ♦ *Responding to meaning of Hortatory exposition*

Tujuan Pembelajaran:

Di akhir pembelajaran, siswa diharapkan dapat:

- ♦ Merespon teks *hortatory exposition*
- ♦ Menemukan ide pokok dan informasi penting dalam *hortatory exposition*
- ♦ Menemukan makna kata-kata sulit dalam *hortatory exposition*
- ♦ Menemukan sinonim dan antonim kata dalam *hortatory exposition*
- ♦ Mengidentifikasi *language features* (Action verb dan Connectives, e.g. *first, second, etc*)
- ♦ Memberikan kesimpulan dari teks dan hubungannya dengan kehidupan sehari-hari

- ♦ Memberikan rekomendasi dan saran tentang fenomena dalam kehidupan sehari-hari yang berkaitan dengan teks yang dibaca.

Materi Pembelajaran : Teks tulis berbentuk *hortatory exposition*

Materi 1

Hortatory exposition is a text which represents the attempt of the writer to have the addressee do something or act in a certain way. **Social function:** to persuade the reader or listener that something should or should not be the case.

The organization of recount text:

Thesis : announcement of issue concern

Argument : reasons for concern, leading to recommendation

Recommendation : statement of what ought to or ought not to happen

Teks materi

School Uniform, another Good Lesson

School uniform is special clothes worn by all students of a particular school. The uniform of a school may differ from others. Why should schools use uniforms? Below are some reasons.

First of all, Notre Dame's Department of Sociology produced a study in 1998 concerning school uniforms. Their findings using 10th grade students showed that uniforms have no direct effect on "substance abuse, behavioural problems or attendance." It also claimed a negative effect on student achievements for those students considered 'pro-school'.

Secondly, uniform helps to create a strong sense school ethos and a sense of belonging to a particular community. As such it promotes discipline and helps to drive up academic standards, which is why a uniform is often adopted by schools which are being reopened with a fresh start after being classified as failing.

Finally, uniform acts as a social leveller, under which all students are equal in the eyes of the school and of each other. In institutions without uniform students are often competitive and worry endlessly about their appearance and the clothes they should wear. Pupils without expensive designer clothes and trainers may be singled out as social outcasts, or stigmatised as being from poor backgrounds. For these reasons many parents prefer uniforms as they save them money on buying clothes for school wear.

Considering the findings, schools should implement the uniform as their identity. The government should also publish some kind of rule which makes uniform compulsory for schools.

Taken from :Interlanguage: English for Senior High School Students XI: 194-195

B. In group of three, match the following words taken from the text to their meanings.

No	Words	Paragraph, line	Meaning
1	Worn	1,1	a. masalahkepribadian
2	Differ	1,2	b. kehadiran
3	Findings	2,2	c. dibukakembali
4	behavioural problems	2,3	d. tidakberhasil
5	Attendance	2,3	e. semangat/kepercayaan
6	Claimed	2,3	f. berbeda
7	considered	2,4	g. menyatakan
8	Ethos	3,1	h. diperlakukantidakadil
9	sense of belonging	3,1	i. penemuan
10	drive up	3,2	j. terus-menerus
11	reopened	3,3	k. mempertimbangkan
12	Failing	3,4	l. lebihsuka
13	endlessly	4,3	m. memakai
14	stigmatised	4,4	n. rasa memiliki
15	Prefer	4,5	o. mengarahkan/meningkatkan

C. In group of three, find as many as possible action verb in the text and predict their meaning from the context.

No	Action verb	Paragraph, line	Meaning
1			
2			
3			
4			
5			

D. Answers the following questions based on the text.

1. What is **the definition of** school uniform according to the text?
2. What is the finding of the research by Notre Dame's Department of Sociology?
3. What is the relation between school uniform and students' ethos and discipline?
4. Why do parents prefer uniforms than casual clothes?
5. What does the writer suggest?

Metode Pembelajaran : PPP (Presentation, Practice, Production)

Strategi Pembelajaran

Waktu	Aktivitas
Opening 10 menit	<ul style="list-style-type: none">- Guru menyapa dan menanyakan kabar siswa- Guru memeriksa kehadiran siswa- Bersama-sama siswa berdo'a sebelum pelajaran dimulai- Memeriksa tugas pertemuan lalu
Production 15menit	<p>Cek keahaman <i>PQRST technique</i></p> <p>P (preview)</p> <ul style="list-style-type: none">- Siswa diberikan gambar-gambar tentang seragam-seragam sekolah di Jogja <p>Q (question)</p> <ul style="list-style-type: none">- Siswa diberi judul teks lalu siswa <i>brainstorming</i> kelompok- Membuat target belajar dan menentukan fokus belajar
Production 60	<p>R (Read)</p> <ul style="list-style-type: none">- Siswa secara berkelompok diminta untuk membaca teks yang telah diberikan- Siswa secara berkelompok diminta untuk mencari/menggarisbawahi kata-kata sulit yang ada di teks <p>S (State)</p> <ul style="list-style-type: none">- Siswa dan guru berdiskusi tentang kata-kata sulit yang ada dalam teks dan berlatih melafalkannya dengan benar (Task A) <p>T (test)</p> <ul style="list-style-type: none">- Siswa diminta mengerjakan soal secara berkelompok- Siswa mempresentasikan jawaban secara bergiliran (Task C)- Siswa dan guru mendiskusikan jawaban yang benar
Closing 5 minutes	<ul style="list-style-type: none">- Guru bersama siswa menyimpulkan tentang materi <i>Hortatory exposition</i>- Berdoa, tugas, salam penutup

Alat/Bahan/Sumber Bahan:

- Priyana, Joko, et al. 2008: *Interlanguage: English for Senior High School Students XI*. Jakarta: Pusat Perbukuan Depdiknas

Kunci Jawaban task A

1. M
2. F
3. I
4. A
5. B
6. G
7. K
8. E
9. N
10. O
11. C
12. D
13. J
14. H
15. L

Penilaian dan Tindak Lanjut:

Task A	1 benar, 1 score		
Aspek	Indikator	Skor	
1. Sangat paham	Betul 75-100%	A	
1. Cukup paham	Betul 50-75%	B	
2. Kurang paham	Betul 25-50%	C	
3. tidak paham sama sekali	Betul 0-25%	D	

Kamis, 11 April 2013

Guru Pembimbing

Peneliti

(Herni Candra N, S.Pd)

(Aprida Nur Riya Susanti)

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMA PIRI 1 Yogyakarta

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : XI / 2

Pertemuan ke- : 3 (cycle 1)

Alokasi waktu : 2 x 45 menit

Kompetensi : Membaca

Standar Kompetensi :

11. Memahami makna teks fungsional pendek dan esei berbentuk *narrative, spoof dan hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Kompetensi Dasar:

- 11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative, spoof, dan hortatory exposition*

Indikator:

- ♦ Mengidentifikasi topik dan ide pokok dalam teks *hortatory exposition*
- ♦ Mengidentifikasi makna kata dalam teks *hortatory exposition*
- ♦ Mengidentifikasi *language features* (Action verb dan Connectives, e.g. first, second, etc)
- ♦ Mengidentifikasi tujuan teks *hortatory exposition*
- ♦ Mengidentifikasi informasi detail dalam teks *hortatory exposition*
- ♦ *Responding to meaning of Hortatory exposition*

Tujuan Pembelajaran:

Di akhir pembelajaran, siswa diharapkan dapat:

- ♦ Merespon teks *hortatory exposition*
- ♦ Menemukan ide pokok dan informasi penting dalam *hortatory exposition*
- ♦ Menemukan makna kata-kata sulit dalam *hortatory exposition*
- ♦ Menemukan sinonim dan antonim kata dalam *hortatory exposition*
- ♦ Mengidentifikasi *language features* (Action verb dan Connectives, e.g. first, second, etc)
- ♦ Memberikan kesimpulan dari teks dan hubungannya dengan kehidupan sehari-hari

- ♦ Memberikan rekomendasi dan saran tentang fenomena dalam kehidupan sehari-hari yang berkaitan dengan teks yang dibaca.

Materi Pembelajaran : Teks tulis berbentuk *hortatory exposition*

Materi 1

Hortatory exposition is a text which represents the attempt of the writer to have the addressee do something or act in certain way.

Social function: to persuade the reader or listener that something should or should not be the case.

The organization of recount text:

Thesis	: announcement of issue concern
Argument	: reasons for concern, leading to recommendation
Recommendation	: statement of what ought to or ought not to happen

Teks materi

Home Schooling

Home schooling is an education system which provides child's main education programmes at home. Home schooling takes the place of full-time school attendance and, in the United States and Canada, it usually meets state requirements for compulsory education. Although home schooling could achieve the objectives of compulsory education, there are some points that should be noticed from the home schooling.

First, the idea of taking our children's education on home schooling can be a bit intimidating. Since our country is so large and the people are from so many different kinds of backgrounds, students need some kind of social glue to make them stick together and to give them a sense of unity in spite of all the differences. They will not get such a unity when they are in home schooling. They will get the sense of unity when they are in the compulsory public schools since it is the easiest and best places to make this glue.

Then, the home schooling may not be able to prepare children to fit into the mass society, which means, among other things, believing what most people believe and liking what most people like. Or it may not be able to help children to find a set of values with which they could resist and reject at least many of the values of the mass society.

Recognizing the lack of home schooling in the case of children's socialization opportunity, we should afford them abundant social opportunities. We can have active home school support groups. We can hold ongoing park days, meetings at the zoo, the science

museum, book clubs, history clubs, language clubs, home school scouting troops and many more options to provide them opportunities to socialize with others.

Interlanguage: English for Senior High School Students XI : 188

- E. In group, match the words taken from the text to their meaning. Don't open the dictionary. Try to predict it in context.

No	Words	Answers	Meanings
1	Home schooling	1,1	a. komunitas umum/massal
2	Education system	1,1	b. kesempatan
3	compulsory education	1,3	c. usaha
4	Intimidating	2,2	d. sekolah umum
5	Social glue	2,3	e. sistem pendidikan
6	Public school	2,5	f. nilai
7	Mass society	3,1	g. kedekatan/keakraban sosial
8	Value	3,3	h. keterbatasan/kekurangan
9	Resist	3,4	i. sekolah rumah
10	Reject	3,4	j. karang taruna
11	Recognizing	4,1	k. menakuti
12	Lack	4,1	l. pendidikan yang diwajibkan
13	Opportunity	4,2	m. menolak
14	Effort	4,2	n. menantang
15	Scouting troop	4,4	o. mengakui

- F. Match the main idea with the paragraph **that represent** it.

Main idea	Answers	Paragraph
1. Active home support group may afford the children to social opportunities		1. Paragraph 2
2. Students will not get such a unity when they are in home schooling		2. Paragraph 1
3. Home schooling which is held in a home		3. Paragraph 4
4. Home schooling makes the children limited in social life		4. Paragraph 3

- G. Choose T if the statement is true and F if it is false according to the text. Give the reasons in which paragraph containing the statements. And correct if it is false statements.

No	Statements	T/F	Reasons
1	Home schooling takes the place of full-time school attendance		
2	Home schooling is also takes in the United States and Canada		
3	Home schooling is kind of lesson that learn about home		
4	They will get such a unity when they are in home schooling		
5	schooling may not be able to prepare children to fit into the mass society		
6	the children could resist and reject at least many of the values of the mass society without a value		
7	home schooling has some lacks		
8	active home school will support students skill society		

Metode Pembelajaran : PPP (Presentation, Practice, Production)

Strategi Pembelajaran

Opening	<ul style="list-style-type: none"> - Guru menyapa dan menanyakan kabar siswa - Guru memeriksa kehadiran siswa
---------	---

5 menit	- Bersama-sama siswa berdoa'a sebelum pelajaran dimulai
Presentation 25 menit	<p>P (preview)</p> <ul style="list-style-type: none"> ♣ Siswa dijadikan beberapa kelompok ♣ Siswa diberikan judul teks dengan cara menuliskan di papan tulis lalu <i>brainstorming</i> terkait judul <p>Q (Question)</p> <p>Memprediksi bersama tentang apa isi teks (argument dan saran berkaitan dengan topik, bisa memakai <i>WH Questions</i>)</p>
Practice 35	<p>R (Read)</p> <ul style="list-style-type: none"> ♣ Siswa diminta membaca teks ♣ Siswa diminta untuk mencari/menggarisbawahi kata-kata sulit yang ada di teks <p>S (State)</p> <ul style="list-style-type: none"> ♣ Siswa (bisa berpasangan) diminta mengerjakan task A ♣ Siswa (bisa berpasangan) diminta mengerjakan task B ♣ Siswa dan guru berdiskusi tentang kata-kata sulit yang ada dalam teks dan berlatih melafalkannya dengan benar (task A) ♣ Siswa dan guru berdiskusi tentang isi teks (task B)
Production 30	<p>T (Test)</p> <ul style="list-style-type: none"> ♣ Siswa diminta mengerjakan task secara individu (task C) ♣ Siswa diminta mengumpulkan hasil kerja mereka
Closing 5 menit	<ul style="list-style-type: none"> ♣ Guru bersama siswa menyimpulkan materi ♣ Berdoa, tugas, salam penutup

Alat/Bahan/Sumber Bahan: Priyana, Joko, et al. 2008:*Interlanguage: English for Senior High School Students XI*. Jakarta: Pusat Perbukuan Depdiknas

Kunci Jawaban

Task A

- | | | |
|------|-------|-------|
| 1. I | 6. D | 11. O |
| 2. E | 7. A | 12. H |
| 3. L | 8. F | 13. B |
| 4. K | 9. N | 14. C |
| 5. G | 10. M | 15. J |

Task B

1-c

3-b

2-a

4-d

Task C

1. T

2. T

3. F

4. F

5. F

6. F

7. T

8. T

Penilaian dan Tindak Lanjut:

Task A	1 benar, 1 score	
Task B	Jawaban benar : score 1	
Task C	Score 1: Jika jawaban salah, Alasan Salah	
	Score 2: Jika jawaban benar, Alasan Salah	
	Score 3: Jika jawaban benar, Alasan Benar	
	Score 0 : tidak menjawab sama sekali	
Task C	Score 1 : jika jawaban benar	
Aspek	Indikator	Skor
5. Sangat paham	Betul 75-100%	A
6. Cukup paham	Betul 50-75%	B
7. Kurang paham	Betul 25-50%	C
8. tidak paham sama sekali	Betul 0-25%	D

Selasa, 23 April 2013

Guru Pembimbing

Peneliti

(Herni Candra N, S.Pd)

(Aprida Nur Riya Susanti)

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMA PIRI 1 Yogyakarta

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : XI / 2

Pertemuan ke- :4 (cycle 2)

Alokasi waktu : 2 x 45 menit

Kompetensi : Membaca

Standar Kompetensi :

11. Memahami makna teks fungsional pendek dan esei berbentuk *narrative, spoof dan hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Kompetensi Dasar:

- 11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative, spoof, dan hortatory exposition*

Indikator:

- ♦ Mengidentifikasi topik dan ide pokok dalam teks *hortatory exposition*
- ♦ Mengidentifikasi makna kata dalam teks *hortatory exposition*
- ♦ Mengidentifikasi *language features* (*Action verb* dan *Connectives*, e.g. *first, second, etc*)
- ♦ Mengidentifikasi tujuan teks *hortatory exposition*
- ♦ Mengidentifikasi informasi detail dalam teks *hortatory exposition*
- ♦ *Responding to meaning of Hortatory exposition*

Tujuan Pembelajaran:

Di akhir pembelajaran, siswa diharapkan dapat:

- ♦ Merespon teks *hortatory exposition*
- ♦ Menemukan ide pokok dan informasi penting dalam *hortatory exposition*
- ♦ Menemukan makna kata-kata sulit dalam *hortatory exposition*
- ♦ Menemukan sinonim dan antonim kata dalam *hortatory exposition*
- ♦ Mengidentifikasi *language features* (*Action verb* dan *Connectives*, e.g. *first, second, etc*)

- ♦ Memberikan kesimpulan dari teks dan hubungannya dengan kehidupan sehari-hari
- ♦ Memberikan rekomendasi dan saran tentang fenomena dalam kehidupan sehari-hari yang berkaitan dengan teks yang dibaca.

Materi Pembelajaran : Teks tulis berbentuk *hortatory exposition*

Materi 1

Hortatory exposition is a text which represents the attempt of the writer to have the addressee do something or act in certain way. **Social function:** to persuade the reader or listener that something should or should not be the case.

The organization of recount text:

Thesis : announcement of issue concern

Argument : reasons for concern, leading to recommendation

Recommendation : statement of what ought to or ought not to happen

Text 1

The Reason Why Quitting Smoking Cigarettes is Important

Do you have any idea why smoking has been considered as dangerous to the health, and why even cigarette manufacturer put label into their cigarettes pack? I will beat that they did not wrote them because they really want to stop everyone from smoking but since they were ordered



too as they know the negative effects and then the consequences of their products to everyone's health. If you want to know why quit smoking cigarettes is essential, stay and read on. For the past several years there has been a slight decline to the number of people attempting to quit smoking, not because they do not want to but because it is harder for just about anyone to really quit smoking. As a matter of fact, about 25% of the smoker's attempted to quit yearly. But only a fraction of the percentage succeeded.

Now if you need a good reason why quit smoking cigarettes are vital to your health and life of your family, read the following and find out for yourself.

Why quit smoking cigarettes is important is because smokers have a greater risk of experiencing chronic disorders like cancer, COPD and atherosclerosis. Clogged arteries are the main reason of the excess death out of smoking.

Increase cholesterol level is also brought by excessive smoking and thus should be avoided especially if you already have a weak heart or heart condition.

Smoking can also make chain smoker older than they real age and if you want to stay young and beautiful while you still have the time and when it is only right you stay away or lower your consumption of cigarettes until you can really keep yourself away from it. Remember everybody ages naturally, therefore why hasten the process.

Lack of endurance is one another thing that smoking can take away from you, and so if you are into sport and need all the strength you can get, so keep away from smoking as this can reduce your endurance because the oxygen is being depleted rapidly in your body every time you smoke a stick of cigar.

If you need further reasons why quit smoking cigarettes is something you need to do sooner, just go to a hospital or cemetery as a number of those dying or already dead are connected to smoking one way or another. Do not let smoking take away everything you want in life like good health, strength and family as passive or secondhand smoke can take them away everything faster than you can become sick.

- H. In group, find the difficult words in the text. Don't open the dictionary. Try to predict the meaning from the context.

No	Words	Paragraph, line	Meaning
1			
2			
3			
4			
5			

- A. Choose T if the statement is true and F if it is false according to the text. Give the reasons in which paragraph containing the statements. And correct if it is false statements.

No	Statements	T/F	Reasons
1	Cigarette manufacturer puts a label that smoking is dangerous on their cigarettes pack	T	
2	It is easy for anyone to stop smoking	F	
3	About 25% of the smoker has attempted to	F	

	quit yearly and they all succe ed .		
4	Smokers have a low risk of experiencing chronic disorders	F	
5	If you already have a weak heart, you should avoid the increasing cholesterol	T	
6	Smoking make someone looks old than the reality	T	
7	If you are into sport and need all the strength you can get, you have to smoke regularly	F	
8	Smoking can reduce your endurance because the oxygen is limited	T	

Metode Pembelajaran : PPP (Presentation, Practice, Production)

Strategi Pembelajaran

Waktu	Aktivitas
Opening 5 minutes	<ul style="list-style-type: none"> - Guru menyapa dan menanyakan kabar siswa - Guru memeriksa kehadiran siswa - Bersama-sama siswa berdo'a sebelum pelajaran dimulai
Presentation 15	<p><i>P (preview)</i></p> <ul style="list-style-type: none"> ♣ Siswa diberikan satu topic dengan cara memberikan gambar lalu <i>brainstorming</i> terkait topik <p><i>Q (Question)</i></p> <ul style="list-style-type: none"> ♣ Guru memberikan <i>lead-questions</i> "why smoking is dangerous for us?"
Practice 35	<p><i>R (Read)</i></p> <ul style="list-style-type: none"> - Siswa diminta untuk membaca teks yang telah diberikan - Siswa diminta untuk mencari/menggaris bawahi kata-kata sulit yang ada di teks <p><i>S (State)</i></p> <ul style="list-style-type: none"> - Siswa dan guru berdiskusi tentang kata-kata sulit yang ada dalam teks dan berlatih melafalkannya dengan benar - Siswa dan guru berdiskusi tentang isi teks
Production 30	<p><i>T (test)</i></p> <ul style="list-style-type: none"> - Siswa diminta mengerjakan soal secara individu

	- Guru secara acak menunjuk siswa untuk menjawab soal
Closing 5 minutes	- Guru bersama siswa menyimpulkan materi - Berdoa, tugas, salam penutup

Alat/Bahan/Sumber Bahan:

<http://www.smartenglishcourse.com/online-english-course/hortatory-exposition-text-the-reason-why-quitting-smoking-cigarettes-is-important/>

kunci jawaban

- | | | |
|------|------|------|
| 1. T | 4. F | 7. F |
| 2. F | 5. T | 8. T |
| 3. F | 6. T | |

Penilaian dan Tindak Lanjut:

	Jawaban benar: score 1	
Aspek	Indikator	Skor
1. Sangat paham	Betul 75-100%	A
2. Cukup paham	Betul 50-75%	B
3. Kurang paham	Betul 25-50%	C
4. tidak paham sama sekali	Betul 0-25%	D

Selasa, 25 April 2013

Guru Pembimbing

Peneliti

(Herni Candra N, S.Pd)

(Aprida Nur Riya Susanti)

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMA PIRI 1 Yogyakarta

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : XI / 2
Pertemuan ke- : 5 (cycle 2)
Alokasi waktu : 4 x 45 menit
Kompetensi : Membaca

Standar Kompetensi :

11. Memahami makna teks fungsional pendek dan esei berbentuk *narrative, spoof dan hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Kompetensi Dasar:

11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative, spoof, dan hortatory exposition*

Indikator:

- ♣ Mengidentifikasi topik dan ide pokok dalam teks *hortatory exposition*
- ♣ Mengidentifikasi makna kata dalam teks *hortatory exposition*
- ♣ Mengidentifikasi tujuan teks *hortatory exposition*
- ♣ Mengidentifikasi informasi detail dalam teks *hortatory exposition*
- ♣ *Responding to meaning of Hortatory exposition*

Tujuan Pembelajaran:

Di akhir pembelajaran, siswa diharapkan dapat:

- ♣ Merespon teks *hortatory exposition*
- ♣ Menemukan ide pokok dan informasi penting dalam *hortatory exposition*
- ♣ Menemukan makna kata-kata sulit dalam *hortatory exposition*
- ♣ Menemukan sinonim dan antonim kata dalam *hortatory exposition*
- ♣ Mengidentifikasi *language features* (*Action verb* dan *Connectives, e.g. first, second, etc*)
- ♣ Memberikan kesimpulan dari teks dan hubungannya dengan kehidupan sehari-hari

- ✦ Memberikan rekomendasi dan saran tentang fenomena dalam kehidupan sehari-hari yang berkaitan dengan teks yang dibaca.

Materi Pembelajaran : Teks tulis berbentuk *hortatory exposition*

Materi 1

Hortatory exposition is a text which represent the attempt of the writer to have the addressee do something or act in certain way. **Social function:** to persuade the reader or listener that something should or should not be the case.

The organization of recount text:

Thesis: announcement of issue concern

Argument: reasons for concern, leading to recommendation

Recommendation: statement of what ought to or ought not to happen

Materi 2

Indonesian People Should Value All the Different Cultures to Promote Unity of the Nation.

Indonesia is a culturally-diverse country. Many different religions and cultures from many provinces are now seen living side by side in many places. One of the biggest questions facing Indonesian today is how to deal with a culturally diverse citizenry and then promote unity. Therefore, Indonesians should appreciate differences among culture for the following reasons.

Firstly, Indonesia is vulnerable to separation for its archipelago and culture diversity. Raising tolerance among people is the best way to maintain the unity among differences. Many ways or cultures of living are equally legal, even if they are not regarded as normal by some people. If a society claims to be tolerant of personal choice, then it must respect the personal choice to retain their heritage. Then, unity of the nation can be preserved.

Secondly, Indonesians must recognize that every culture has different customs and beliefs. Thus, people are forbidden to make judgments of comparative value, for it is measuring something unmeasured. A plurality of nations, especially in the modern era, can allow for cultural development and cultural exchange that benefits both parties. The cross-cultural understanding among cultures makes the world a better place and preserves the unity of the nation.

Lastly, raising nationalism is one way to preserve unity of the nation. It is a sense of fellow feeling between group members. This promotes cooperation and social cohesion within

the group. The sense of social cooperation makes welfare, social security and medical programs much more likely and stronger.

Cultural differences are sometime a sensitive matter for people. Indonesian people must teach younger generation about the importance of the cultural identity and nationalism to promote unity of the nation.

Source: <http://www.idebate.org>

A. In group, find the words meaning taken from the text to their meaning. Don't open the dictionary. Try to predict it in context.

No	Words	Paragraph, line	Meaning
1	Diverse	1,1	
2	Vulnerable	2,1	
3	Heritage	2,5	
4	Preserved	2,5	
5	Recognize	3,1	
6	Customs	3,1	
7	Beliefs	3,2	
8	Forbidden	3,2	
9	Exchange	3,4	
10	Cross-culture understanding	3,4	
11	Cohesion	4,2	
12	Welfare	4,3	
13	Security	4,3	
14	Matter	5,1	
15	Nationalism	5,2	

B. In group, find as many as possible action verb in the text and predict their meaning from the context.

No	Action verb	Paragraph, line	Meaning
1			
2			
3			
4			
5			

C. Works in group, find the main idea of each paragraph in the previous text.

Paragraph 1

.....

.....

.....

Paragraph 2

.....

.....

.....

Paragraph 3

.....

.....

.....

Paragraph 4

.....

.....

.....

Paragraph 5

.....

.....

.....

D. T if the statement is true and F if it is false according to the text. Give the reasons in which paragraph containing the statements. And correct if it is false statements.

No	Statements	T/F	Corrections
1	Indonesia is a culturally-homogeneous country. Therefore, Indonesian should not appreciate differences among culture.		
2	Although Indonesia is vulnerable to separation for its culture diversity, raising tolerance among people is unnecessary.		
3	People are allowed to make judgments of comparative value of other cultures, since people have rights to do so.		
4	Raising nationalism is not only to preserve unity of the nation, but also to occupy other nations.		
5	Indonesian people must teach younger generation about the importance of the modernization and refuse cultural identity.		

Metode Pembelajaran : PPP (Presentation, Practice, Production)

Strategi Pembelajaran

Waktu	Aktivitas
Opening 5 minutes	<ul style="list-style-type: none"> - Guru menyapa dan menanyakan kabar siswa - Guru memeriksa kehadiran siswa - Bersama-sama siswa berdoa'a sebelum pelajaran dimulai
Presentation 10	Menjelaskan <i>PQRST technique</i> <i>P (preview)</i>

	<ul style="list-style-type: none"> ♣ Siswa dijadikan beberapa kelompok ♣ Siswa diberikan satu topic “culture” dengan cara menuliskan di papan tulis lalu <i>brainstorming</i> terkait topik <p><i>Q (Question)</i></p> <ul style="list-style-type: none"> ♣ Memprediksi bersama tentang apa isi teks (argument dan saran berkaitan dengan topik, bisa memakai <i>WH Questions</i>)
Practice 30	<p><i>R (Read)</i></p> <ul style="list-style-type: none"> - Siswa diminta untuk membaca teks yang telah diberikan - Siswa diminta untuk mencari/menggarisbawahi kata-kata sulit yang ada di teks <p><i>S (State)</i></p> <ul style="list-style-type: none"> - Siswa dan guru berdiskusi tentang kata-kata sulit yang ada dalam teks dan berlatih melafalkannya dengan benar (Task A) - Siswa dan guru berdiskusi tentang <i>action verb</i> (task B)
Production 40	<p><i>T (test)</i></p> <ul style="list-style-type: none"> - Siswa diminta mengerjakan soal secara individu lalu dikumpulkan pada guru (Task C dan D) - Siswa bersama guru mendiskusikan jawaban task C dan D
Closing 5 minutes	<ul style="list-style-type: none"> - Guru bersama siswa menyimpulkan materi hari itu - Berdoa, tugas, salam penutup

Alat/Bahan/Sumber Bahan: *Interlanguage: English for Senior High School Students XI*
Developing English Competencies for Grade XI of Language Programme

APPENDIX L

Photographs



1. The teacher was explaining about “Hortatory Exposition”.



2. The teacher was presenting the PQRST technique to the students.



3. The observer was observing the group work activity.



4. The students were actively doing the task in their group.



5. The teacher was checking the students' work



6. The teacher and the students were discussing the answers of the tasks.



7. The students were cooperating in doing the tasks.



8. The teacher was observing the students work.



9. The condition during pre-observation



10. The students were doing a pre-test and post-test.

APPENDIX M

Letters



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/2685/N/3/2013

Membaca Surat : Kasubbag. Pendidikan FBS UNY Nomor : 0312/UN.34.12/DT/III/2013
Tanggal : 27 Maret 2013 Perihal : Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : APRIDA NUR RIYA SUSANTI NIP/NIM : 09202241085
Alamat : KARANGMALANG, YOGYAKARTA
Judul : THE EFFORT OF IMPROVING STUDENTS READING COMPREHENSION THROUGH PQRS TECHNIQUE AT GRADE XI OF SMA PIRI 1 YOGYAKARTA IN ACADEMIC YEAR 2012/2013
Lokasi : SMA PIRI 1 YOGYAKARTA Kota/Kab. KOTA YOGYAKARTA
Waktu : 28 Maret 2013 s/d 28 Juni 2013

Dengan Ketentuan

- Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
- Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
- Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
- Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
- Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 28 Maret 2013

A.n Sekretaris Daerah

Asisten Perencanaan dan Pembangunan

Kepala Biro Administrasi Pembangunan



Tembusan :

- Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
- Walikota Yogyakarta cq Dinas Perizinan
- Ka. Dinas Pendidikan Pemuda dan Olahraga DIY
- Kasubbag Pendidikan FBS UNY
- Yang Bersangkutan



PEMERINTAH KOTA YOGYAKARTA

DINAS PERIZINAN

Jl. Kenari No. 56 Yogyakarta 55165 Telepon 514448, 515865, 515866, 562682
EMAIL : perizinan@jogjakota.go.id EMAIL INTRANET : perizinan@intra.jogjakota.go.id

SURAT IZIN

NOMOR : 070/0884
2273/34

Dasar : Surat izin / Rekomendasi dari Gubernur Kepala Daerah Istimewa Yogyakarta
Nomor : 070/2685/V/3/2013 Tanggal : 28/03/2013
Mengingat : 1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah
2. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;
3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;
4. Peraturan Walikota Yogyakarta Nomor 18 Tahun 2011 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;
5. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor: 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta;

Dijinkan Kepada : Nama : APRIDA NUR RIYA S. NO MHS / NIM : 09202241085
Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY
Alamat : Kampus Karangmalang, Yogyakarta
Penanggungjawab : Agus Widyantoro, M.Pd.
Keperluan : Melakukan Penelitian dengan judul Proposal : THE EFFORT OF IMPROVING STUDENTS' READING COMPREHENSION THROUGH PQRSST TECHNIQUE AT GRADE XI OF SMA PIRI 1 YOGYAKARTA IN ACADEMIC YEAR 2012/2013

Lokasi/Responden : Kota Yogyakarta
Waktu : 28/03/2013 Sampai 28/06/2013
Lampiran : Proposal dan Daftar Pertanyaan
Dengan Ketentuan : 1. Wajib Memberi Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)
2. Wajib Menjaga Tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan-ketentuan tersebut diatas
Kemudian diharap para Pejabat Pemerintah setempat dapat memberi bantuan seperlunya

Tanda tangan
Pemegang Izin

APRIDA NUR RIYA S.

Dikeluarkan di : Yogyakarta
pada tanggal : 28-3-2013
An. Kepala Dinas Perizinan
Sekretaris

Drs. HARDONO
NIP. 195804101985031013

Tembusan Kepada :
Yth. 1. Walikota Yogyakarta (sebagai laporan)
2. Ka. Biro Administrasi Pembangunan Setda Prop. DIY
3. Ka. Dinas Pendidikan Kota Yogyakarta
4. Kepala SMA PIRI 1 Yogyakarta



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRMFBS/33-01
10 Jan 2011

Nomor : 0312/UN.34.12/DT/III/2013
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

27 Maret 2013

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta
55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

The Effort of Improving Students' Reading Comprehension through PQRST Technique at Grade XI of SMA PIRI I Yogyakarta in Academic Year 2012/2013

Mahasiswa dimaksud adalah :

Nama : APRIDA NUR RIYA SUSANTI
NIM : 09202241085
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : April – Juni 2013
Lokasi Penelitian : SMA PIRI I Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP.19570704 199312 2 001



YAYASAN PERGURUAN ISLAM REPUBLIK INDONESIA
SMA PIRI 1 YOGYAKARTA
TERAKREDITASI A

Jl. Kemuning No. 14 Baciro Yogyakarta 55225 Telp. (0274) 516987, 546046 Fax. (0274) 546046
Website : www.smapiri1-jogja.sch.id Email : smapiri1@yahoo.com

SURAT KETERANGAN

Nomor :03 //113.1/ SMA PIRI 1/ PL/ 2013

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Atas (SMA) PIRI 1 Yogyakarta di Kecamatan Gondokusuman Kota Yogyakarta Propinsi Daerah Istimewa Yogyakarta Menerangkan bahwa :

Nama : APRIDA NUR RIYA S.
NIM : 09202241085
Program Studi : PENDIDIKAN BAHASA INGGRIS
Fakultas : Fakultas Bahasa dan Seni-UNY

Yang bersangkutan Telah melaksanakan penelitian di SMA PIRI 1 Yogyakarta pada tanggal 27 Februari s.d. 5 Mei 2013 dengan surat ijin dari DINAS PERIJINAN Kota Yogyakarta no. 070/0884 tanggal 28-3-2013.

Judul Proposal Skripsi : THE EFFORT OF IMPROVING STUDENTS' READING COMPREHENSION THROUGH PQRSST TECHNIQUE AT GRADE XI OF SMA PIRI YOGYAKARTA IN ACADEMIC YEAR 2012/2013.

Demikian surat keterangan diberikan agar dapat dipergunakan sebagaimana mestinya

Yogyakarta, 23 Juli 2013

Kepala Sekolah,



Drs. A. Ali Arie Susanto

NIP. 19621213 198412 1 003